

Wisconsin FCCLA



State Manual

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Wisconsin FCCLA
STAR Events Manual
Students Taking Action with Recognition (STAR)
Revised 2008

This manual contains only State STAR Events.

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<http://www.dpi.wi.gov/fccla/index.html>

For information regarding national competitive events, please refer to the FCCLA National STAR Events Manual. It may be downloaded from the national headquarters website at
<http://www.fcclainc.org>.



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Introduction

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and occupational preparation.

The Family, Career and Community Leaders of America (FCCLA) STAR Events program offers individual skill development and application of learning through the following activities:

- cooperative—teams work to accomplish specific goals,
- individualized—members work alone to accomplish specific goals, and
- competitive —individual or team performance measured by an established set of criteria.

STAR Events promote the FCCLA mission to focus on the multiple roles of family member, wage earner, and community leader. Each is designed to help members develop specific lifelong skills in:

- character development,
- creative and critical thinking,
- interpersonal communication,
- practical knowledge, and
- vocational preparation.

STAR Events encourage active student participation and recognize accomplishments of youth. The belief that everyone can be successful is the foundation of these events. Cooperation and competition are stressed in positive, constructive ways. Working together as teams to coordinate meetings and events fosters respect and interaction between youth and adults.

FCCLA STAR Events take place at four levels—Chapter, Regional, State and National.

The FCCLA STAR events unique to Wisconsin are described in this resource manual. The rules for all levels of these events are defined herein.

The rules for all levels of national events are defined in the *National STAR Events Manual*.



Family, Career and Community Leaders of America®

Family, Career and Community Leaders of America® (FCCLA) is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences Education (FACS) in public and private schools through grade 12. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life—planning, goal setting, problem solving, decision making and interpersonal communication—necessary in families, communities, and workplaces.

Mission

The mission of FCCLA is to promote personal growth and leadership development through Family and Consumer Sciences Education (FACS). Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through:

- character development;
- creative and critical thinking;
- interpersonal communication;
- practical knowledge; and
- vocational preparation.

Purposes

The FCCLA purposes are:

1. To provide opportunities for personal development and preparation for adult life;
2. To strengthen the function of the family as a basic unit of society;
3. To encourage democracy through cooperative action in the home and community;
4. To encourage individual and group involvement in helping achieve global cooperation and harmony;
5. To promote greater understanding between youth and adults;
6. To provide opportunities for making decisions and for assuming responsibilities;
7. To prepare for the multiple roles of men and women in today's society; and
8. To promote FACS and related occupations.



The Wisconsin STAR Events Program includes the following State Events

Advanced Food Production Terminology and Mathematics, an individual event, recognizes affiliated members enrolled in an occupational food service program who, through written examination, demonstrate knowledge and understanding of terminology and abbreviations commonly used in the food service industry, skill in calculating measurements, equivalents, converting recipes, and costing recipes and servings.

Basic Food Production Terminology and Mathematics, an individual event, recognizes affiliated members enrolled in or who have taken an Family and Consumer Sciences exploration course or an introductory-level foods course who, through a written examination, demonstrate knowledge and understanding of abbreviations associated with food production and consumption, skill in calculating measurements, equivalents, converting recipes, and constructing a comprehensive market order.

Career Pathway Portfolio, an individual event, recognizes affiliated members who is or has been enrolled in FACS classes that contribute to pursuing a pathway in one of the following options:

- Early Childhood
- Education and Training
- Family and Community Services
- Hospitality and Tourism
- Visual Arts
- Personal Care Services
- Consumer Services.

Child Services Lesson, an individual or team event, recognizes affiliated members enrolled in a related family and consumer sciences course or program who plan, prepare and present a complete lesson appropriate for a child care setting.

Fashion/Housing Display, an individual or team event, recognizes affiliated members enrolled in a related family and consumer sciences course or program who demonstrate competence in planning and preparing a fashion or housing display. This event is considered both comprehensive and occupational.

FCCLA Creed Speaking, an individual event, recognizes affiliated members enrolled in a related family and consumer sciences course or program who demonstrate the ability to memorize, present and interpret the meaning of the FCCLA creed.

Food Garnish and Presentation, an individual event, recognizes affiliated members enrolled in a Family and Consumer Sciences comprehensive or occupational food service training program who demonstrate skill in using a variety of foods to create appealing, appetizing and creative garnishes. Participants will prepare and present a portfolio to illustrate how garnishes are created. They will also garnish and present 2 foods selected through random drawing.

Outstanding Chapter Member Portfolio, an individual event, recognizes affiliated members who participate in a variety of chapter functions/activities. The portfolio examples will provide evidence that member contributed towards a balanced chapter program of work that contains the following:

- Community Service
- Financial Planning (fund raising, managing funds)
- Membership Promotion and Retention
- Leadership Development (leadership role, training attended)
- State and National Programs
- Public Relations and Chapter Communication
- Chapter Meetings, ceremonies and Recognition Activities
- Social and Recreation.

Pastries and Baked Goods, an individual event, recognizes affiliated members enrolled in an occupational food service training program who demonstrate skill in the preparation and presentation of pastries and baked goods using equipment and techniques acceptable to the food service industry. Participants must prepare and present 2 pastries and baked goods of quality accepted by commercial baking establishments.

The Wisconsin STAR Events

Program includes the following National Events

Applied Technology, an individual or team event, recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations and integrates and applies content from academic subjects. Participants must prepare a *portfolio* and an *oral presentation*.

Career Investigation, an individual event, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants must prepare a *portfolio* and an *oral presentation*.

Chapter Service Project, a team event, recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. Participants must prepare a *display/manual* and an *oral presentation*.

Chapter Showcase, a team event, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the community. Participants must prepare a *display/manual* and an *oral presentation*.

Culinary Arts, a team event, recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary art/food service techniques and equipment. Teams of participants must *develop a plan* for the time allotted, *prepare menu items* given to them at the time of the event, and *present their prepared items* to evaluators.

Early Childhood, an individual event, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an occupational early childhood program. Participants must prepare a *portfolio* and a *resource container*. On-site, participants must plan and present to evaluators an activity related to the theme in *response to a case study* provided during the event and an *oral presentation* describing the activity.

Entrepreneurship, an individual or team event, recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations. Participants must prepare a *portfolio* containing a *written business plan*, which they are not required to have implemented, and an *oral presentation*.

Fashion Construction is an individual event that recognizes participants who apply Fashion Construction skills learned in Family and Consumer Sciences courses and create a *display* using samples

of their skills. Participants construct in advance a garment or ensemble that dresses both the upper and lower body of a child or adult. Garment/ensemble must include at least eight fashion construction techniques. Display finished produce with appropriate accessories.

Focus on Children, an individual or team event, recognizes participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. Child development encompasses birth through adolescence. Participants must prepare a *display* and an *oral presentation*.

Hospitality, an individual or team event, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a hospitality program. Participants must prepare a *portfolio*, an *oral presentation*, and a *response to a case study*.

Illustrated Talk, an individual or team event, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a *file folder*, an *oral presentation*, and *visuals*.

Interior Design, an individual or team event, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors to meet the living space needs of clients. In advance, participants will create a floor plan, an elevation and a furniture/interior plan addressing the specifics of the design scenario. Participants must prepare a *file folder*, an *oral presentation*, and *visuals*.

Interpersonal Communications, an individual or team event, recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen category: community, employment, relationships, family, peer groups or school groups. Participants must prepare a *file folder*, an *oral presentation*, and a *response to a related case study*.

Job Interview, an individual event, recognizes participants who use Family and Consumer Sciences and/or related occupation's skills to develop a portfolio, participate in an interview and communicate a personal understanding of job requirements. Participants must prepare a *portfolio*, be prepared to fill out a *job application*, and express their communication skills and job knowledge through an *interview*.

Life Event Planning is an individual or team event that recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the costs of an event. An event is defined here as any upcoming occasion that will bring changes and/or new experiences and accompanying financial challenges. Examples of events include, but are not limited to:

- Preparing to move into a dormitory room
- Hosting a party/other celebration
- Operating a vehicle for one month
- Taking a school or personal trip
- Hosting a family reunion

- Paying initial costs of a new job
- Managing costs of attending the prom
- Paying school expenses for one grade level.

Participants select an event, determine the amount they can budget for the event, and prepare in advance an event *portfolio*. At the event site, participants present their *portfolio* to the evaluators.

National Programs in Action, an individual or team event, recognizes participants who explain how the Planning Process was used to plan and implement a national program project. Participants must prepare a *file folder*, an *oral presentation*, and *visuals*.

Parliamentary Procedure, a team event, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting. Participants must take a *Parliamentary Procedure Knowledge Test*, present a *demonstration meeting* using provided planning materials, and prepare *minutes* of the meeting.

Promote and Publicize FCCLA is an individual or team event that recognizes participants who develop an FCCLA promotion and publicity campaign to raise awareness and educate the school, parents, and members of the community about the importance of FCCLA and Family and Consumer Sciences education. The goal of this event is to provide FCCLA members with communications experience to make a difference by increasing membership, developing partnerships, gaining Alumni & Associate involvement, promoting FACS education, gathering school and community support for their chapter, and contributing to the longevity of the organization and the relevance of its opportunities for members. Additional, this event will increase member awareness of careers in communications and public relations.

Recycle and Redesign is an individual event that recognizes participants who apply recycling and redesign skills learned in Family and Consumer Sciences courses and create a display using samples of their skills. Participants select a used fashion or home apparel item to recycle into a new product. Participants will create a brand new object or garment, not simply embellish an old one. However, participants may use additional fabrics, trims, and notions if needed to redesign and creatively embellish the new product. Finished designs are displayed with appropriate props and coordinates. At the event site, participants set up their displays and present the results of their projects to evaluators.

Teach and Train, an individual event, recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a *portfolio* of the teaching/training career, prepare and execute a complete lesson/workshop plan and an *oral presentation*. Senior and occupational participants will also complete a shadowing experience of a “best practices” educator.

National Events, at all levels in Wisconsin and at National Leadership Conference, follow the rules defined in the National STAR Events Manual.



Section 1

Overview

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General Information and Requirements

All STAR Events participants must be nationally affiliated members of an FCCLA chapter. Competition for each event is limited to two (2) entries per chapter. A member may enter an Outstanding Chapter Member Portfolio plus one other event during any given year.

Participants **must** follow established rules for competition or risk possible point deductions or disqualification.

Neither the site where the events are held nor STAR Event personnel are responsible for any injury, property damage, etc. which occurs during the use of facilities. The responsible party is the individual member involved.

STAR Events participants must have paid dues prior to Regional STAR Events competition. Evidence of paid affiliation is provided by submitting a copy of the chapter affiliation form to the Regional STAR Events Registration Coordinator prior to the Regional STAR Events competition.

At the regional level, chapters must participate in their own region. Appeal for exception to this rule must be made in writing to the state adviser. Denial or approval will be made in writing and documentation will be provided to both the chapter adviser and the regional coordinators effected by the change. **A chapter that fails to follow this rule may be denied opportunity to participate at regional competition.**

A chapter may substitute and/or withdraw STAR Events participants at the regional level of competition. The adviser should make these changes, in writing, prior to the Regional STAR Events meeting by notifying the appropriate Regional Planning Committee member. **Only emergency changes are to be made during the registration process on the day of competition.**

To compete at State, members are required to participate at the regional level competition.

If a chapter adviser believes there are extenuating circumstances that affect a member's participation at the regional level the rule above may be appealed to the State Adviser. **Appeal must be made in writing and must be approved *before* State Leadership Conference.**

The chapter adviser should notify the state office as soon as possible if a regional-level, gold medal participant is unable to attend the State Leadership Conference.

Participant substitutions may not be made at state or national levels of competition. Withdrawals from competition at either of these levels should be made as soon as possible

Event policies and rules are not furnished to participants or advisers at any competition. Room consultants and evaluators are the only ones to receive this information at that time.

Only designated persons (evaluators and rooms consultants) may talk with participants in the event room. All instructions from an adviser should be given prior to the event.

Advisers are not allowed in event room during set-up time. Failure to follow this rule may result in participant(s) point deductions or disqualification.

STAR Events Fees

For participation at every level of competition, regional, state and national, the local chapter pays a registration fee. The local chapter also pays an additional entry fee for each participant, whether part of a team or participating in an individual event. These fees help defray meeting expenses (site rental, certificates, award session costs, awards and supplies). Local advisers are notified annually of the fee amount and payment due date.

Dates to Remember

(Exact dates are determined annually)

January—Regional STAR Events Registration

February—Regional STAR Events meeting held. Membership dues for all STAR Events participants must be paid before the Regional STAR Event meeting.

March—Chapter advisers register SLC STAR Event participants on-line. Local advisers notify state adviser of any state finalists who will **not** compete at the State Leadership Conference.

April —STAR Events at State Leadership Conference
(last week of April)-Chapter advisers send info to WI STAR Events Manager regarding member(s) competing at NLC. Payment for national STAR Events participation fees will be sent directly to national office from chapter.

May 1 - National STAR Events registration due to national staff from state staff.

Regional and State Recognition

Experience and personal growth are the ultimate benefits of participating in STAR Events.

At the regional, state and national level, an awards program is held to honor all participants. This program is directed and conducted by student officers and follows the STAR Events competition.

It is important that all participants are present to be recognized and to receive their awards.

Wisconsin FCCLA follows the same STAR award process as that of National. Each entry is evaluated by the standard set of criteria detailed on the specific event rating sheet.

Regional planning committees determine the type of recognition distributed at their respective meeting; members who participate at the state and national levels receive an achievement medallion.

There is no limit to the number of awards given for each level in any category. Individuals and teams qualify for awards based on the number of points earned in the particular STAR event.

Recognition at the regional, state and national level is determined by the following point system.

Gold	90—100 points
Silver	70—89.99 points
Bronze	1—69.99 points

All members who receive a gold award at Regional STAR Events competition become eligible to participate in STAR Events at the State Leadership Conference.

At the State Leadership Conference, the participant(s) with the highest score(s) in each national event becomes eligible to participate in STAR Events at the National Leadership Conference. The exceptions to this guideline are the following events in which a state may send two entries to the national level:

- Chapter Service Project – Display
- Chapter Service Project – Manual
- Chapter Showcase – Display
- Chapter Showcase – Manual



Section 2

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Instructions for the Local Adviser

Local advisers are key to the success of STAR Events.

Before Competition

Meet annual deadlines for affiliation, STAR Events registration and participation.

- Participants entering STAR Events must have paid dues prior to the date of the regional competition.
- Send STAR Event registration materials to regional registration coordinator as per committee's instructions. Registration for SLC STAR Events is conducted electronically and due mid-March. Refer to WI FCCLA Calendar (online) for exact date.
- A copy of the chapter affiliation form(s) must be attached to the STAR Events registration form for all levels of competition.
- Distribute information about STAR Events to your members.

After your members have chosen their events, provide them copies of all necessary forms. These include:

- Event description and rating sheet
- Instructions for participant
- Participant checklist
- Policies for conduct and dress

Work with your members to help them understand STAR Events rules, procedures and the criteria by which they will be evaluated.

Help participants avoid disqualification by verifying their eligibility for the event in which they intend to compete.

Copy, distribute, collect and submit all necessary forms. It is the adviser's responsibility to ensure that all forms are completed in their entirety, and submitted by the due date.

- Student members must be authorized by the local chapter, adviser, school administrator, and parents/guardians to participate in regional and state STAR Events meetings. Use the *Participant Authorization* form for this purpose. Forms are included in Section 6—Resources, or may be accessed through the DPI website at www.dpi.state.wi.us/dpi/dlsis/let/ctso.html.

Make all participant changes well in advance of competition.

- A chapter may substitute and/or withdraw STAR Events participants at the regional level of competition. Changes must be made **in writing** and be directed to the appropriate Regional Planning Committee member.
- Only emergency changes may be made during the registration process on the day of competition.

At Competition

Inform STAR Event participants of the schedule of participation at regional and state meetings.

Bring all information necessary, including event rules and policies. This information is not furnished to participants or advisers at the time of a competition. Give any and all instructions to participants prior to their entering the event room.

- Only designated person are permitted to talk with participants in the event room.

Do not assist participants during set-up time.

- Advisers are not allowed in the event room at this time.
- Failure to follow this rule may result in point deductions or disqualification of the participant(s).

After Competition

Collect participant materials and rating sheets.

- These will be available at a scheduled time in a designated location. Check with Regional Coordinator to determine the exact location of this room, or the conference program.
- Students are not permitted to collect these materials. Please do not ask them to do this task.

Work with chapter members who will participate at the next level of competition to improve their project materials, skills, and oral presentation.

Review all materials to determine what next-steps are necessary for chapter members to compete at the next level of competition. Complete all forms, submit all fees, and meet all deadlines.



Instructions for the Participant

*Your success depends on following all instructions carefully,
both the general rules and the guidelines for your event.*

Participating in STAR Events is an exciting and challenging experience. It provides opportunities for you to share your knowledge and hard work with others and recognizes you for your accomplishments. The instructions below will help you prepare for regional and state STAR Events competition.

Remember: **A member may enter an Outstanding Chapter Member Portfolio plus one other event during any given year.** All general policies apply to all events (see General Requirements in Section 1).

STAR Events are based on activities developed from the eight purposes of FCCLA and the FCCLA Mission Statement. As a participant, you should be familiar with both the FCCLA purposes and mission.

Before Competition

Read the rules and evaluation criteria carefully. Follow national event rules if the event is included in the **National STAR Event Manual** and follow state event rules if the event is described in this manual, the **Wisconsin STAR Events Manual**.

- Act responsibly.
- Complete all forms and obtain all signatures required.
- Turn in all paperwork with enough lead-time for the chapter adviser to meet all deadlines and due dates.

Before inviting guests to watch the competition, check the specific event guidelines to determine if spectators are allowed.

- No spectators are allowed during the interview portion of any event.

During Competition

- Sign in with event room consultant.
- Make a note of your scheduled participation time.
- Confirm location of event.
- Only Outstanding Chapter Member Portfolios are turned in at SLC during STAR Events Participants Orientation Meeting.

At registration you will:

- sign in,
- turn in any information or materials required for the specific event
- receive a schedule of participation and other important event information.

Each STAR Event has its own specific time schedule and sequence of activities. Such information is provided in the rules for each specific event. Some general procedures to follow are:

- Be at the event site during designated set-up time.
- Be prompt. Arrive at the designated room 15 minutes prior to participation time.
- Be prepared to listen to constructive comments the evaluators offer regarding the presentation.
- Provide all supplies and arrangements for audio and/or visual equipment needed for your event. Making arrangements for these things is the participant's responsibility.
- Bring all information necessary including event rules and policies. This information is not furnished to participants or advisers at the time of competition.
- In the event room, do not talk with anyone except those designated to talk with participants. (Room consultant and evaluators only.)
- Double check with your adviser before the competition for any and all last-minute instructions.
- Be prepared to set up your display or project materials alone (or with your team members).
- Advisers are not allowed in event room during set-up time.

After Competition

Based on the oral and written feedback provided by evaluators, improve the presentation or project before the next level of competition.



Participant Checklist

- ☐ 1. Choose an event.
- ☐ 2. Read through the rules carefully.
- ☐ 3. Check all guidelines and allowable presentation elements.
- ☐ 4. Complete all parts of the project.
- ☐ 5. Be sure to read the national events glossary for clarification of *italicized* words.
- ☐ 6. Review the event rating sheet and double check that you have addressed all necessary elements.
- ☐ 7. Go over the rules again with your adviser to make sure you have completed everything that is required.
- ☐ 8. Practice going through your STAR Event many times to assure precision and quality. Have someone, such as a teacher, parent, or experienced chapter member; critique your materials and performance. Listen to their suggestions for improvement and modify your project as necessary.
- ☐ 9. Make sure you have completed all forms and gotten all signatures (parent, adviser, school principal or administrator) required in order for you to participate in STAR Events.
- ☐ 10. Submit all paperwork with adequate enough time for your adviser to meet all deadlines and due dates.



Policies for Conduct and Dress

As a representative of a local chapter and the Wisconsin FCCLA, every participant has privileges as well as responsibilities. The following guidelines were developed to instill pride in and portray a positive image at all of our official activities.

Conduct

At all FCCLA activities and events, members should conduct themselves in a manner that reflects credit to themselves, their family, their school, and to Wisconsin FCCLA. This includes respecting the rights and comfort of others (i.e., courtesy, noise, language and general conduct).

Members are required to attend all general sessions, assigned events, meetings, and activities.

- No alcoholic beverages or drugs in any form shall be in the possession of or consumed by members at any time while representing the FCCLA organization.
- No tobacco will be permitted at the general sessions, competitive events, special interest programs, or in public facilities. State laws, policies of the specific facility/site, and local school/district policies will be followed.
- Members and their chapters will be responsible for any and all damages they cause. The host facility (school district or business) will bill the local chapter directly for any such damages.
- Chapter members are to inform their local adviser of their activities and whereabouts at all times. FCCLA members are not to leave the meeting site during scheduled activities, including meal times, without their adviser's **written** consent.
- Instances of misconduct will be reported to parents/guardians, appropriate school authorities, the local adviser and the state adviser.
- Participants shall not use their own vehicle or ride in a vehicle that belongs to another student or participant unless accompanied by an adult adviser.
- Participants will be responsible for following all local school rules of conduct.
- All students who attend the State Leadership Conference are required to read and sign a copy of the Wisconsin FCCLA Student Delegate Code of Conduct (included in this section).
- By signing this form, the student agrees to follow the rules established.
- Delegates who violate or ignore any of the conference rules may be sent home immediately, at their own expense.
- The entire delegation may be subjected to being unseated.

Dress

The dress code was established by the Wisconsin FCCLA Executive Council and applies to state and regional meetings.

- Business-like attire is to be worn by all members at all FCCLA meetings and activities.
- All FCCLA delegates should dress in casual yet business-like attire during their attendance at FCCLA meetings.
- For young men, slacks and a sweater, shirt, and/or sport jacket is appropriate.
- For young women, a suit, a dress, slacks or skirt and sweater, or blouse is appropriate.

Keep in mind that your appearance and your actions are an expression of yourself, your school, and your organization. Talk with your adviser if you have questions or concerns.

In some cases, it may be permissible to wear a uniform, costume, or clothing appropriate to the theme of the STAR Events presentation.

- Refer to the specific event rules to determine if such dress is appropriate and permissible.
- In all cases, the costume, uniform or clothing worn must be clean, neat, free of holes and tears, and be in good taste.
- Refer to the specific rules for each event to determine appropriate attire.
- Remember that your appearance may influence your evaluation.



Wisconsin Association of FCCLA Student Delegate Code of Conduct

The FCCLA state office requires that each delegate to read the Student Delegate Code of Conduct. Each delegate must then submit, to the state FCCLA office, a completed copy of the Student Authorization Form prior to attendance at the state conference.

1. The term "delegate" shall mean any FCCLA member attending the conference.
2. There shall be no defacing of public property. Any damages to property or furnishings in the hotel rooms, building, or in the meeting/conference facilities must be paid by the individual or chapter responsible. Local chapters will be billed directly by the hotel or the meeting/conference site for any damages.
3. Delegates shall keep their advisers informed of their activities and whereabouts AT ALL TIMES. (Each local adviser should establish a system through which to meet this regulation and should share this information with students prior to attendance at the meeting/conference.)
4. Delegates will be prompt and prepared for all activities.
5. Delegates will be financially prepared for all possibilities.
6. Delegates shall stay in designated housing, not with friends or relatives.
7. Co-ed visitation is permitted in hotel lobbies and other public areas ONLY. **There is no co-ed visitation permitted in any hotel room.**
8. No alcoholic beverages or controlled substances, narcotics, etc., in any form, shall be possessed or consumed by delegates at any time, under any circumstances.
9. No use of tobacco will be permitted at the general sessions, banquet, competitive events, tours, special interest sectionals, or in public facilities.
10. Delegates shall not use their own cars or ride in vehicles belonging to others unless accompanied by an adult adviser.
11. Delegates **are required to attend** all general sessions, assigned events or meetings, and conference activities.
12. Identification badges will be worn at all conference events.
13. Appropriate business-like attire is required. FCCLA blazers are proper for any occasion.
14. Delegates agree to conduct themselves in a professional and ethical manner at all times and follow the directives of official conference staff, other adult supervisors, and hotel staff.
15. Caps or hats of any kind are **NOT** to be worn by either males or females, at any time. These must be left in your room or removed upon entering any session, event or meal.
16. Very casual clothing such as denim jeans, sweats, shorts, jerseys, cut-offs, T-shirts, and sport type attire **cannot** be worn at event functions.
17. Delegates who violate or ignore any of the conference rules may be sent home immediately, at their own expense. Parents, school officials and the state adviser will be notified.
18. Delegates who violate or ignore any of the Rules of Conduct will subject their entire delegation to being unseated or their candidates or competitive-event participants disqualified.
19. All delegates must honor conference curfew. CURFEW is 11:30 PM. Curfew is defined as: "all delegates will be in their rooms and quiet." 12:00 Midnight is LIGHTS OUT.
20. Student delegates are responsible to follow their local school district rules of conduct.



Section 3

Event Information and Policies

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Event Information and Policies

Event Categories

A participant's current or previous enrollment in Family and Consumer Sciences Education course work and current grade in school determines his/her event category. The three categories are described below.

Junior—members through grade 9.

Senior—chapter members in grades 10-12 who are identified as comprehensive members on the affiliation form. If one member of a team is in grade 10, 11 or 12, the team must enter the senior category.

Occupational—chapter members in grades 10-12 who have been or are currently enrolled in occupational family and consumer sciences related course work and are identified as occupational members on the national affiliation form.

If one member of a team is in grade 10, 11 or 12, the team must enter the senior category.

A team composed of both comprehensive and occupational members must enter the senior category.

An individual event is one that is completed by the individual. A team event is one that is completed by team members, with the exception of Chapter Service Project, Chapter Showcase, and Promote and Publicize FCCLA!, which reflect the efforts of other chapter members.

Disqualification

In the event that STAR Events participant(s) violate the Wisconsin Association of FCCLA Student Delegate Code of Conduct a decision may be made to send them home from the conference. Once this occurs they have forfeited their STAR Events participant status.

The Code of Conduct states:

Delegates who violate or ignore any of the conference rules may be sent home immediately, at their own expense. Parents, school officials and the state adviser will be notified.

Delegates who violate or ignore any of the Rules of Conduct will subject their entire delegation to being unseated or their candidates or competitive-event participants disqualified.

Point Deductions

Participants may loose points from their total average score for several reasons. **The following infractions, if applicable, will result in point deductions for state events only.** For national-level events, refer to the FCCLA National STAR Events Manual, 4th Edition, for point deduction information.

Failure to attend STAR Events Participant Meeting and sign-in will result in a 5 point deduction.

Failure to follow dimensions rules for displays will result in the loss of one point. This rule pertains to displays in Fashion/Housing Display.

Failure to follow page rules or number of copies for planning process sheet, project summary pages, title pages, written summaries, portfolios, manuals, business plans, presentation outlines or participant file folder information will result in the loss of one point as per point summary form for each event. This rule pertains to items in the following events: Career Pathway Portfolio, Child Services Lesson, Fashion/Housing Display, FCCLA Creed Speaking, Food Garnish and Outstanding Chapter Member Portfolio.

Failure to use letter size file folders and to include the following information typed or written in the upper left corner will result in the loss of two points: name of STAR event, participant(s) name(s), chapter, school name, and city.

File Folder Information National Level Events	File Folder Information State Level Events
Event and Category	Event and Category
Participant Name	Participant Name
State, Region	Chapter Name
	School Name
	City

Note that Wisconsin rules differ from national guidelines on file folder label information. No points will be deducted for participants who follow the national guidelines for file folder information. However, using Wisconsin file folder guidelines expedites the return of file folders and materials to chapter advisers.

Award Decisions

Every effort is made to ensure that participants receive the correct award. Occasionally mathematical errors are made in totaling a score, or in reducing the total average score because of point deductions. When this happens it is possible that the award may change.

Errors in point deductions may effect an award decision.

- At the regional level, it is the *collective* responsibility of the Tab Room Coordinator, the Evaluator Coordinator and the specific event Room Consultant to determine if the point deduction

imposed is appropriate and the number of points accurate. It is also their responsibility to adjust the total average score and the resulting award, if necessary.

- At the state level, a STAR Events Review Panel is responsible for reviewing point deductions in state events and the “Room Consultant Check” on national Point Summary Forms. This panel relies on input from the WI STAR Events Manager and the specific event Room Consultant. If necessary, the Point Deduction Panel will adjust the total average score and the resulting award.
- When the number of entries in an event warrants that evaluation will take place in two, or more rooms, the WI FCCLA Run-Off Procedure will be followed to determine the top three placings. A STAR Events Assistant will help the specific event room consultant facilitate this process.

In all situations, the decisions of the evaluators are final. The scores assigned by the evaluators on the rating sheet will not be altered unless a math error has occurred.

Policy Decisions

On rare occasions unforeseeable circumstance occurs that may affect policy decisions. In example, inclement weather may prevent members from arriving at the competition site in time to attend the required Registration/Orientation session and thereby unfairly disqualify them from participating in STAR Events.

In such instances, **only** the Regional Coordinator or the State Adviser has the authority to make exception to the policy that guides normal operation and procedure. This person is also responsible to inform the appropriate person of the waiver. (In the example provided the specific event Room Consultant would be notified at the regional level. At SLC the WI STAR Events Manager would be notified by the state adviser.)

STAR Events Review Panel
Wisconsin STAR Events Manager
STAR Events Assistants

STAR Events Review Panel - a team of 3-4 FACS professionals familiar with STAR Events who have no current chapter affiliation and can act without bias. They are appointed by the State Adviser in conjunction with WI STAR Events Manager and responsible for reviewing point deductions in state events and Point Summary Forms in national events for appropriateness and accuracy. They interpret specific event rules and guidelines to make their determination.

Wisconsin STAR Events Manager – a FACS professional familiar with STAR Events and the management of statewide competitions. Individual will have no current chapter affiliation and can act without bias. They are contracted by the state adviser and work directly with state STAR Events staff during state leadership conference. Duties include registration of state qualifiers, space planning, producing time schedules, assigning room consultants and evaluators to events, leading room consultants and

evaluators meetings, oversees STAR Events Participants Meeting, problem solves throughout state level STAR Events, tabulates results, prepares results for recognition session, works directly with STAR Events Review Panel, sorts chapter materials and distributes to advisers, and registers national STAR Events qualifiers for state.

STAR Events Assistants - a team of 3-4 former state officers and/or FACS professionals familiar with STAR Events who have no recent chapter affiliation and can act without bias. One assistant will be designated for data entry in the Tab Room. They are appointed by the State Adviser in conjunction with WI STAR Events Manager to assist in the overall operation of STAR Events at the State Leadership Conference. Their responsibilities include being available at both the Evaluator and Room Consultant Orientation to distribute materials, assisting at the STAR Events Participants Meeting, monitoring event set-up, providing technical assistance to Room Consultants during competition, assisting with tabulation process in TAB Room, and finalizing results for recognition session. They work closely with the WI STAR Events Manager.

STAR Events Fees

Each participant in a team or individual event pays a fee to help cover STAR Events expenses – recognition session expenses, awards, regional rep expenses, evaluator appreciation gift, and supplies. Regional Planning Committees in Wisconsin will determine the fees to be charged in their respective region. The STAR Events fee for State Leadership Conference will be determined by the state staff.

Event Information

An *individual* event is one that is completed by the individual. A *team* event is one that is completed by team members, with the exception of Chapter Service Project and Chapter Showcase, which reflect the efforts of other chapter members.

Event	State or National Level	Individual Event	Team Event
Advanced Food Production Terminology and Mathematics			
Senior	S	X	
Occupational	S	X	
Applied Technology			
Junior	S, N	X	or X
Senior	S, N	X	or X
Occupational	S, N	X	or X
Basic Food Production Terminology and Mathematics			
Junior	S	X	
Senior	S	X	
Career Investigation			
Junior	S, N	X	
Senior	S, N	X	
Career Pathway Portfolio			
Occupational	S	X	
Chapter Service Project (display or manual)			
Junior	S, N		X
Senior	S, N		X
Occupational	S, N		X
Chapter Showcase (display or manual)			
Junior	S, N		X
Senior	S, N		X
Occupational	S, N		X
Child Services Lesson			
Occupational	S	X	or X
Culinary Arts			
Occupational	S, N	X	
Early Childhood			
Occupational	S, N	X	
Entrepreneurship			

Event	State or National Level	Individual Event	Team Event
Junior	S, N	X	or X
Senior	S, N	X	or X
Occupational	S, N	X	or X
Fashion Construction			
Senior	S, N	X	
Occupational	S, N	X	
Fashion/Housing Display			
Senior	S	X	or X
Occupational	S	X	or X
FCCLA Creed Speaking			
Junior	S	X	
Focus on Children			
Junior	S, N	X	or X
Senior	S, N	X	or X
Occupational	S, N	X	or X
Food Garnish and Presentation			
Senior	S	X	
Occupational	S	X	
Hospitality			
Senior/Occupational	S, N	X	or X
Illustrated Talk			
Junior	S, N	X	or X
Senior	S, N	X	or X
Occupational	S, N	X	or X
Interior Design			
Senior	S, N	X	or X
Occupational	S, N	X	or X
Interpersonal Communications			
Junior	S, N	X	or X
Senior	S, N	X	or X
Occupational	S, N	X	or X
Job Interview			
Senior	S, N	X	
Occupational	S, N	X	
Life Event Planning			
Junior	S, N	X	or X

Event	State or National Level	Individual Event	Team Event
Senior	S, N	X	X
Occupational	S, N	X	or X
National Programs in Action			
Junior	S, N	X	or X
Senior	S, N	X	or X
Occupational	S, N	X	or X
Outstanding Chapter Member Portfolio			
Junior	S	X	
Senior	S	X	
Occupational	S	X	
Parliamentary Procedure			
Junior	S, N		X
Senior	S, N		X
Occupational	S, N		X
Pastries and Baked Goods			
Senior	S	X	
Occupational	S	X	
Promote and Publicize FCCLA!			
Junior	S, N	X	or X
Senior	S, N	X	or X
Occupational	S, N	X	or X
Recycle and Redesign			
Junior	S, N	X	
Senior	S, N	X	
Teach and Train			
Junior	S, N	X	
Senior	S, N	X	
Occupational	S, N	X	

Allowable Presentation Elements State Events

Event	Audio	Costumes /Uniforms	Easel	File Folders	Props/ Pointers	Skits	Stacking/ Over- lapping	Visual Equip- ment	Visuals
Advanced Food Production Terminology & Mathematics									
Basic Food Production Terminology & Mathematics									
Career Pathway Portfolio		★							★
Child Services Lesson		★	★	★	★				★
Fashion/Housing Display		★	★	★	★				★
FCCLA Creed Speaking		★		★					
Food Garnish & Presentation	★	★						★	★
Outstanding Chapter Member Portfolio									
Pastries & Baked Goods		★							

Key

A star (★) means that the option is allowed, though it will not be provided and may be subject to limitations as stated in the event guidelines. An open block means that the option is not allowed.

STAR Events Summary Chart

State Events

Event	Levels	Team or Individual Event	Prepare Before Event	Room Consultant & Evaluator Review Time	Participant Set up Time	Oral Presentation Maximum Time	Evaluation Interview Time	Equipment provided	Outlet	Spectators if space allows
Advanced Food Production Terminology & Mathematics	Sr Occ.	Individual	Bring 2—#2 pencils							No
Basic Food Production Terminology & Mathematics	Jr. Sr	Individual	Bring 2—#2 pencils							No
Career Pathway Portfolio	Occ.	Individual	Portfolio Oral Presentation	15 - 20 minutes		10 minutes	5 minutes	Table		Np
Child Services Lesson	Occ.	Individual or Team	File Folder Oral Presentation	15—20 minutes	5 minutes	10 minutes	5 minutes	Table		No
Fashion/Housing Display	Sr. Occ.	Individual or Team	File Folder Display Oral Presentation	5 minutes	30 minutes	10 minutes	5 minutes	Table		No
FCCLA Creed Speaking	Jr.	Individual	File Folder Oral Presentation	5 minutes		5 minutes	10 minutes	Table		No
Food Garnish & Presentation	Sr. Occ.	Individual	Bring equipment on list provided Portfolio Oral Presentation	5 minutes	5 minutes for portfolio IF requested ahead 5 minutes for workstation set up 20 minutes preparation 5 minutes clean up	10 minutes	Part 1 5 minutes Part 2 5 minutes			No
Outstanding Chapter Member Portfolio	Jr. Sr. Occ.	Individual	Portfolio	20 minutes				Table		No
Pastries & Baked Goods	Sr Occ.	Individual	Bring equipment on list provided		5 min. orientation 20 min. preparation 2 hrs. preparation 15 min. clean up	5 minutes	5 minutes			No



Section 4

State STAR Events

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Advanced Food Production Terminology and Mathematics Event

Rules (8/04)

(State Event Only)

Advanced Food Production Terminology and Mathematics, an individual event, recognizes participants who are or have been enrolled in a FACS advanced level foods or occupational food service course or program, and who, through written examination, demonstrate knowledge and understanding of terminology and abbreviations commonly used in the food service industry, skill in calculating measurements, equivalents, converting recipes, and costing recipes and servings.

Event Category

Senior—grades 10—12

Occupational—grades 10—12

Eligibility

1. A participant's grade is determined by grade placement during the current school year.
2. Participation is open to any nationally affiliated FCCLA occupational chapter member.
3. Participants must have paid dues prior to participation in the Regional STAR Events; chapters must meet postmark or fax deadlines to assure participation in Regional STAR Events.
4. Participants must be or have been enrolled in a FACS advanced level foods or occupational food service course or program. Advanced level foods courses extend beyond exploratory or Foods I courses or programs.

Procedures and Time Requirements

1. Participants will report to the designated room at the specified time with 2—#2 pencils.
2. Prior to competition, the event coordinator will assign seating to ensure optimal testing.
3. Participants will be briefed in the testing process.
4. Participants will have 60 minutes to complete the written test. It consists of two parts: *Knowledge and Understanding* and *Application of Knowledge*.
5. Participants are not to write on or mark the test in any way. An answer sheet will be provided.
6. Following the signal to begin, the participant will have one hour to complete the written examination. A warning will be given when 5 minutes remain for testing.
7. Participants will not talk, share pencils, or interact in any way with other event participants.
8. All testing materials are to be collected, counted, and returned to the Tab Room at the conclusion of the event.

9. The total time required for participation in this event is approximately 70 minutes, 10 minutes for instructions and questions, 60 minutes for testing.

General Information

1. Spectators are not allowed to observe this event.
2. All calculations must be performed by the participant. Notes or any other resources or materials are not allowed for this event.
3. Scratch paper and calculator will be provided.
4. Participants are responsible for supplying their own #2 pencils for test-taking. **Writing utensils will not be supplied to participants.**

Advanced Food Production Terminology and Mathematics Specifications

Participants will have 60 minutes to complete the written test. Return the completed test to the event coordinator. The test is based on the following criteria. If there is time, the check lists below might be used to help participants identify their strengths and areas that need improvement.

Knowledge and Understanding

Participants will demonstrate their knowledge and understanding of measures, conversions, equivalents, terminology and abbreviations commonly used in the food service industry by correctly answering questions and problems. Terminology will pertain to all aspects of food preparation, service and cuisine, including safety and sanitation, cooking and baking, techniques, measurements, tools and equipment used.

Criteria		Yes	No
Equivalents and Measures	Calculate measurements and equivalents commonly used in the food service industry.		
Conversions	Convert amounts of ingredients and cooking times found in standardized recipes. Quantities must be converted into most simplistic measurement (i.e., $\frac{3}{4}$ c. rather than 12 T.).		
Terminology and Abbreviations	Define, provide and/or identify terminology and abbreviations commonly used in the food service industry.		

Application of Knowledge

Using the case study provided, participants will apply their skill and knowledge by converting standardized recipes from original yield to desired yield; applying conversion factors; calculating recipe cost and cost per serving; and providing an overall assessment of the case study that includes any recommendations and considerations pertinent to the situation described.

Criteria		Yes	No
Yield conversion	Convert original yields to those appropriate for the situation described in the case study.		
Recipe calculation	Calculate changes in ingredients and amounts to accommodate the situation described in the case study provided.		
Cost calculation	Calculate cost per recipe and per serving costs for the menu provided in the case study.		
Overall assessment and recommendations	Provide an overall assessment of the case study and include any recommendations and considerations critical to addressing the situation described.		

Advanced Food Production Terminology and Mathematics Rating Sheet

(State Event Only)

Name of Chapter	Test Score ____/100
Name of School	
Name of Participant	
Category <input type="checkbox"/> Senior <input type="checkbox"/> Occupational	
Instructions: Score written test. Enter the points correct in the "Test Score" box.	
Room Consultant	
Evaluator	Verification of Total Score <i>Initials</i>
Check Rating Achieved <input type="checkbox"/> Gold: 90-100 <input type="checkbox"/> Silver: 70-89.99 <input type="checkbox"/> Bronze: 1-69.99	



Basic Food Production Terminology and Mathematics Event

Rules (8/04)

(State Event Only)

Basic Food Production Terminology and Mathematics, an individual event, recognizes participants who are or have been enrolled in a FACS exploratory or introductory foods course, and who, through a written examination, demonstrate knowledge and understanding terminology, equipment & tools, abbreviations associated with food production and consumption, skill in calculating measurements, equivalents, and converting recipes.

Event Category

Junior—through grade 9

Senior—grades 10-12

Eligibility

1. A participant's grade is determined by grade placement during the current school year.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants must have paid dues prior to participation in the Regional STAR Events; chapters must meet postmark or fax deadlines to assure participation in Regional STAR Events.
4. Participants must be or have been enrolled in a FACS exploratory or introductory foods course or program.

Procedures and Time Requirements

1. Participants will report to the designated room at the specified time with 2—#2 pencils.
2. Prior to competition, the event coordinator will assign seating to ensure optimal testing.
3. Participants will be briefed in the testing process.
4. Participants are not to write on or mark the test. An answer sheet will be provided.
5. Following the signal to begin, the participant will have one hour to complete the written examination. A warning will be given when 5 minutes remain for testing.
6. Participants will not talk, share pencils, or interact with other event participants.
7. All testing materials are to be collected, counted, and returned to the Tab Room at the conclusion of the event.
8. The total time required for participation in this event is approximately 70 minutes, 10 minutes for instructions and questions, 60 minutes for testing.

General Information

1. Spectators are not allowed to observe this event.
2. Notes or any other resources or materials are not allowed for this event.
3. Scratch paper and calculator will be provided.
4. Participants are responsible for supplying their own #2 pencils for test-taking. **Writing utensils will not be supplied to participants.**

Basic Food Production Terminology and Mathematics Specifications

Participants will have 60 minutes to answer a written test. Return the completed test to the event coordinator. If there is time, the check list below might be used to help participants identify their strengths and areas that need improvement.

Knowledge and Understanding

Participants will demonstrate their knowledge and understanding of equipment & tools, preparation terminology, measurements, conversions, equivalents and abbreviations commonly used in the food preparation by correctly answering questions and problems.

Criteria		Yes	No
Equipment and Tools	Define, provide and/or identify proper equipment & tools used in food preparation.		
Equivalents and Measures	Calculate measurements and equivalents commonly used in food preparation.		
Abbreviations	Define, provide and identify abbreviations commonly used in the food preparation.		
Conversions	Convert amounts of ingredients found in standardized recipes. Quantities must be converted into most simplistic measure (i.e., $\frac{3}{4}$ c. rather than 12 T.).		
Preparation Terminology	Define, provide and/or identify terminology commonly used in food preparation.		

Basic Food Production Terminology and Mathematics Rating Sheet

(State Event Only)

Name of Chapter	Test Score ____/100
Name of School	
Name(s) of Participant(s)	
Category: <input type="checkbox"/> Junior <input type="checkbox"/> Senior	
Instructions: Score written test. Enter the points correct in the "Test Score" box.	
Room Consultant	
Evaluator	Verification of Total Score <i>Initials</i>
Check Rating Achieved <input type="checkbox"/> Gold: 90-100 <input type="checkbox"/> Silver: 70-89.99 <input type="checkbox"/> Bronze: 1-69.99	



Career Pathway Portfolio Event

Rules (11/08)

(State Event Only)

Career Pathway Portfolio, an individual event, recognizes an affiliated member who is or has been enrolled in FACS classes that contribute to pursuing a pathway in one of the following options:

- Early Childhood
- Education and Training
- Family & Community Services
- Hospitality and Tourism
- Visual Arts
- Personal Care Services
- Consumer Services.

Event Category

Occupational, grades 10—12.

Eligibility

1. A participant's grade is determined by grade placement during the current school year.
2. Participation is open to any nationally affiliated FCCLA occupational chapter member.
3. Participants must have paid dues prior to participation at State Leadership Conference (in 2009) and the following years prior to Regional STAR Events Meeting.
4. Participants must be or have been enrolled in an occupation-related FACS course or program.
5. The Career Pathway Portfolio project must be developed and completed between July 1 and April 1 of the current school year.
6. The Career Pathway Portfolio project and all supporting materials must be planned, conducted and prepared by the participant only. **Exception:** Some of the materials included in the appendix may be created by others (i.e., brochures, pamphlets, letters of recommendation, reports, etc.). If a resume is included, it is to be the work of the participant.

Procedures and Time Requirements

1. At the time and location specified in the meeting/conference schedule, each participant will submit to the room consultant his/her Career Pathway Portfolio.
2. Evaluators will review the portfolio in advance of the participant's oral presentation.
3. At the scheduled time, each participant will meet with evaluators for a 5-10 minute oral presentation to share their portfolio followed by a 5 minute question/answer period.

4. Evaluators will use the rating sheet to score and write comments for participants. When time permits, they may meet with participants to discuss strengths and make suggestions for improvement.
5. The total time required for participation in this event is approximately 30 minutes: 15 minutes for evaluators to examine the portfolio, 5-10 minute oral presentation, and 5 minute question/answer period.
6. Career Pathway Portfolios will remain with evaluators after participant's oral presentation and question/answer period. The room consultant will turn portfolios into the Tab Room.

General Information

1. Spectators are not allowed to view this event.
2. Portfolio contents should be contained in a notebook, binder, or FCCLA scrapbook. Contents must fit within the dimensions of the portfolio.
3. Audio and/or videotapes are not allowed and will not be considered by the evaluators.
4. Career Pathway Portfolios will be returned with rating sheets to chapter adviser at conclusion of meeting/conference.

Career Pathway Portfolio Specifications

Portfolio

The Career Pathway Portfolio is a factual representation of the participant's work to pursue a FACS-related career pathway. The pathway options include:

- Early Childhood
- Education and Training
- Family & Community Services
- Hospitality and Tourism
- Visual Arts
- Personal Care Services
- Consumer Services.

This compilation of materials must be contained in a notebook or binder (no larger than 12" high and 11" wide) and the contents must fit within the dimensions of the portfolio. Audio and/or videotapes are not allowed and will not be considered by evaluators. The portfolio must be neat, legible, professional looking and use correct grammar and spelling. At the time and in the room specified, the Career Pathway Portfolio will be submitted to the Room Consultant. The portfolio must contain no more than 34 pages: 1 project identification page, 1 planning process summary page, 1 table of contents page, 0-6 divider pages, and no more than 25 content pages. Divider pages may only include name of the section, thematic decoration and page numbers; they may not include content. Content pages are to be single-sided only. Stacking and overlapping are not allowed. Appendices are not considered content pages.

Project Identification Page	8 ½" x 11" project identification page includes: name of event, category of event, participant name, chapter name, school, and career pathway.
FCCLA Planning Process Summary Page	Summarize how each step of the planning process was used to plan and develop the portfolio. This may also be described in the oral presentation.
Four-Year Plan for Secondary Coursework	Provide plan of study to illustrate courses to take during grades 9-12. Include graduation requirements plus electives. Highlight classes that contribute to chosen career pathway.
Post-Secondary Options	Identify choices of short-term training, technical college programs, and 4 years (or more) college/university degrees related to chosen career pathway. Include occupation(s) available as a result of each of these post-secondary options.
School-Based Learning	Include examples or samples of Family and Consumer Sciences and academic coursework. Explain the connection between chosen career pathway and examples/samples provided.
Work-Based Learning	Describe what you learned through your work-based learning experience(s) about yourself personally and as an employee. Include such information as: job title, description, responsibilities, qualities that influenced job performance, and how this experience contributed to the pursuit of chosen career pathway.
Curricular-Related Activities & Service Learning	Document participation in curricular-related activities and service learning that relate to chosen career pathway. Provide evidence and explanation of knowledge/skills gained through each of these experiences.
21 st Century Skills	Identify three to five 21 st Century Skills that participant has developed/refined during the year and how these skills are essential to the career pathway being pursued. Provide example(s) of activities/work completed that led to the development of each skill participant identified.
Appendix	Include information and materials to support the content sections of the portfolio. These may be a resume, brochure, pictures, letters of recommendation, etc. contents must fit within the dimensions of the portfolio.
Appearance	Must be neat, legible, professional, and use correct grammar and spelling.

Oral Presentation

The oral presentation will be 5-10 minutes in length and is delivered to evaluators. The presentation should be professional in nature and summarize, through the creation of the Career Pathway Portfolio, the participant's pursuit of a FACS related career pathway. The presentation may not be prerecorded. Participants may not carry in additional props or materials for the oral presentation. Audio and videotape recordings are not allowed. The portfolio may be used as a visual during the oral presentation.

Organization	Concisely and thoroughly deliver oral presentation in an organized manner while using portfolio.
Knowledge & 21 st Century Skills	Summarize knowledge and 21 st Century Skills gained as a result of pursuing the chosen career pathway and developing portfolio.
FCCLA Purpose(s)	Explain how the development of the Career Pathway Portfolio and related activities represents one, or more, FCCLA purposes
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language, including gestures, posture, mannerisms, eye contact and appropriate handling of portfolio and/or notes.
Grammar and Pronunciation	Use of proper grammar and pronunciation.
Response to Evaluators Questions	Provide clear and thoughtful answers to evaluators' questions regarding portfolio. Questions are asked after the presentation.

WI STAR Events Point Summary Form - Career Pathway Portfolio

Participant(s) Name(s)	Chapter
Category	School

1. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rating sheets and paper clip all items related to the presentation together. Please do not staple.
2. The following situations are the only instances in which point deductions should be taken. Highlight the number of points appropriate for each criteria listed.

STAR Events Orientation Mtg. 0 or -5 points	0 Participant attended mtg. and signed in	-5 Participant did not attend mtg. / sign in
Portfolio 0 to -1 points	0 Print materials contained in standard notebook or binder (no larger than 12" high and 11" wide)	-1 Print materials not contained in standard notebook or binder (as described in event rules) and/or materials extend beyond dimensions of notebook/binder
Portfolio Pages 0 to -1 points	0 Portfolio contains no more than 34 pages: 1 project ID page 1 table of contents page 1 Planning Process summary page Up to 6 divider pages Up to 25 content pages	-1 Portfolio exceeds the page limit.
Project Identification Page 0 to -2 points	0 Project ID page is present and completed correctly	-1 Project ID page is present but includes incorrect information -2 Project ID page is missing
Punctuality 0 to -1 points	0 Participant was on time for presentation	-1 Participant was late for presentation
Total Point Deduction		

Average Evaluator Score
(100 points possible)

Total Point Deduction
(10 points maximum)

Final Score
(Average Evaluator Score minus Pt. deduction)

Evaluators' Scores

Evaluator 1 _____ Initials _____ Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____ Evaluator 4 _____ Initials _____

Total Score _____ divided by number of evaluators = **Average Evaluator Score** (enter in box above)

Rating Achieved (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

Verification of Final Score and Rating (please initial) Event Room Consultant _____

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Evaluator 4 _____

Career Pathway Portfolio Rating Sheet

(State Event Only)

Name of Chapter	Name of Participant
Name of School	Category: <input type="checkbox"/> Occupational

Instructions: Circle the exact number and write in the appropriate rating under the “Score” column. If information or evidence is missing, assign a 0. Make comments that will help participants identify their strengths and areas for improvement. Use back of rating sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
Portfolio							
Project Identification Page: name of event, category, participant, chapter, school, career pathway	1	2	3	4	5		
Summarized how FCCLA planning process was used	1	2	3	4	5		
Four-Year Plan: provide four-year plan for high school with courses listed	1	2	3	4	5		
Post-Secondary Options: identify training & degree programs related to pathway, include occupations available as result of each training/degree programs listed	1	2	3	4	5		
School-Based Learning: provide examples of school work, explain connection to career pathway	1	2	3	4	5		
Work-Based Learning: document participation, explain knowledge/skills gained	1	2	3	4	5		
Curricular-Related Activities & Service Learning: document & explain knowledge/skills gained	1	2	3	4	5		
21 st Century Skills: identify 3 to 5 developed during year, relate to pathway	1 2	3 4	5 6	7 8	9 10		
Appendix: provide evidence to support content of portfolio	1	2	3	4	5		
Appearance was neat, legible, creative, used correct spelling & grammar.	1	2	3	4	5		
Oral Presentation							
Organized, sequential, concise and thorough in presenting the portfolio	1 2	3 4	5 6	7 8	9 10		
Summarized knowledge & 21 st Century Skills gained	1 2	3 4	5 6	7 8	9 10		
Explains how portfolio project relates to one or more FCCLA purposes	1	2	3	4	5		
Spoke clearly with appropriate pitch, tempo & volume	1	2	3	4	5		
Used appropriate gestures, posture, mannerisms, eye contact; handled notes and/or portfolio appropriately	1	2	3	4	5		
Used proper grammar & pronunciation	1	2	3	4	5		
Provided clear & concise answers to evaluator's questions	1	2	3	4	5		
Total Score							Possible Points = 100
Evaluator				Room Consultant Initials			



Child Services Lesson Event

Rules (8/04)

(State Event Only)

Child Services Lesson, an individual or team event, recognizes participants who are or have been enrolled in an occupation-related FACS course or program, and who plan, prepare and present a complete lesson appropriate for a child care setting.

Event Category

Occupational: grades 10—12.

Eligibility

1. A participant's grade is determined by grade placement during the current school year.
2. Participation is open to any nationally affiliated FCCLA occupational chapter member.
3. Participants must have paid dues prior to participation in the Regional STAR Events; chapters must meet postmark or fax deadlines to assure participation in Regional STAR Events.
4. Participants must be or have been enrolled in an occupation-related FACS course or program.
5. The Child Services Lesson Plan project must be developed and completed between July 1 and April 1 of the current school year. Failure to follow this rule will result in disqualification.
6. The presentation and project materials submitted must be planned, conducted, and evaluated by the participant(s) only.

Procedures and Time Requirements

1. At the time and in the room specified by the event consultant, each participant will submit to the Room Consultant his/her child services lesson plan.
2. Evaluators will review the lesson plan in advance of the participant interview.
3. At the scheduled time, each participant will meet with evaluators for a 10 minute interview to present their plan, and answer evaluators' questions.
4. The lesson plan, samples of equipment, materials or supplies used during the activity or completed examples of the activity are permitted to be used as visual aids during the oral presentation.
5. Evaluators will use the rating sheet to score and write comments for participants. They will then meet with participants to discuss strengths and make suggestions for improvement.
6. The total time required for participation in this event is approximately 30 minutes, 10 minutes for evaluators to examine the lesson plan and 20 minutes for the presentation and to meet with evaluators.

Scheduling Note: Event schedule should be structured so that evaluators are given a block of time to review all lesson plans **prior** to the start of participant interviews.

General Information

1. Participants must bring the child services lesson plan, supplies, materials and equipment used in their presentation and assume responsibility for all items.
2. Spectators are not allowed to observe this event.

Child Services Lesson Specifications

File Folder

At the time and in the room designated, participant(s) will submit to the room consultant, a letter-size file folder that contains three identical sets, each stapled, of the plan. The file folder must be labeled in the top left corner with event name, participant(s) name, chapter and school name, and city. The plan must follow the structure of the *Child Services Lesson Planning Form*.

Rationale	Indicate for whom the activity is designed and describe audience characteristics, special needs and/or interests considered in the selection of this activity.
Activity and Area(s) of Focus	Describe the activity and define area(s) of focus (art, science, music, safety, fine motor, large motor, mathematics, language, wellness/nutrition, community awareness, outdoor education or other).
Goals and Objectives	Describe what is to be accomplished through this activity.
Plan Development	Using the prescribed format, develop an age-appropriate lesson which will be presented to an audience of at least 5 children.
Evaluation	Present methods of evaluating plan; include strengths and areas of improvement.
Appearance	Lesson plan must be neat, legible, and use correct grammar and spelling.

Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should be professional in nature and the participant(s) should be dressed appropriately for the setting or facility and the activity identified in the lesson plan. During the presentation, the participant(s) explains the plan, shows examples of the materials, supplies and/or equipment used during the lesson, samples of the finished activity, and evidence that the lesson was presented to an audience of at least five age-appropriate children.

Organization	Deliver oral presentation in an organized, sequential manner.
Knowledge of Subject	Demonstrate knowledge of lesson plan, rationale and content.
Supplies and Equipment	Provide samples or examples of ways in which supplies, equipment and materials were used during lesson.
Evidence of Presentation	Provide evidence that the lesson was presented to an audience of at least 5 age-appropriate children.
Appearance	Dress neatly and in clothing appropriate to the setting or facility and the lesson.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language, including gestures, posture, mannerisms, eye contact and appropriate handling of notes.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Response to Evaluators' Questions	Provide clear and thoughtful answers to evaluators' questions regarding child services lesson. Questions are asked after the presentation.

Child Services Lesson Planning Form

Note: Use this structure and format when developing the lesson plan.

Title or Topic

Participant Name(s)

Ages of children for whom lesson is planned

Estimated time required for activity

Identify the area(s) of focus for the activity

Art	Fine Motor	Wellness/Nutrition
Science	Large Motor	Community Awareness
Music	Mathematics	Outdoor Education
Safety	Language	Other (specify)

Identify Concern

Lesson Plan Rationale—Why is this lesson important at this age and stage of development?

Set a Goal

Objective—At the end of the lesson, the child will be able to...

Form a Plan

1. Identify what developmental knowledge and skills previously acquired by the child will be necessary for this lesson.
2. Create a list of supplies, equipment and/or materials that will be needed for the activity.
3. State your introductory (motivational) statement.
4. Create a time schedule and task list, include the process you will follow in delivering the lesson.
5. Describe the information you will cover in the lesson.
6. Describe the challenges and problems that may be anticipated in completing the lesson.
7. Describe how lesson plan and activity will be evaluated and how goals and objectives will be measured.

Act

Carry out plan for the lesson

Follow-Up

On separate sheet, evaluate your lesson plan based on having presented the lesson to an audience of at least five age-appropriate children.

WI STAR Events Point Summary Form

Child Services Lesson

Participant(s) Name(s)	Chapter
Category	School

1. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rating sheets and paper clip all items related to the presentation together. Please do not staple.
2. The following situations are the only instances in which point deductions should be taken. Highlight the number of points appropriate for each criteria listed.

STAR Events Orientation Meeting 0 or -5 points	0 Did attend meeting and signed in	-5 Did not attend mtg. and/or sign in
File Folder 0 to -1 points	0 File Folder is presented with correct labeling and sufficient evaluators material	-1 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)
Lesson Plan Format 0 to -1 points	0 Plan uses structure of the Child Services Lesson Planning and includes following content: <ul style="list-style-type: none"> Rationale Activity & Area(s) of Focus Goals & Objectives Plan Development Evaluation 	-1 Plan does not follow the structure of the Child Services Lesson Planning Form and/or content is incomplete
Punctuality 0 to -1 points	0 Participant was on time for presentation	-1 Participant was late for presentation
	TOTAL POINT DEDUCTION	

Average Evaluator Score
(100 points possible)

Total Point Deduction
(10 points maximum)

Final Score
(Average Evaluator Score minus Pt. deduction)

Evaluators' Scores

Evaluator 1 _____ Initials _____ Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____ Evaluator 4 _____ Initials _____

Total Score _____ divided by number of evaluators = **Average Evaluator Score** (enter in box above)

Rating Achieved (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

Verification of Final Score and Rating (please initial) Event Room Consultant _____

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Evaluator 4 _____

Child Services Lesson Rating Sheet

(State Event Only)

Name of Chapter	Title of Project
Name of School	

Name(s) of Participant(s)

Category: ☐ Occupational

Instructions: Circle the exact number and write in the appropriate rating under the "Score" column. If information or evidence is missing, assign a 0. Make comments that will help participants identify their strengths and areas for improvement. Use back of rating sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
File Folder							
Indicated for whom activity was designed and special needs and/or characteristics of audience	1	2	3	4	5		
Described activity and defined area(s) of focus. Creativity evident in design of activity	1 2	3 4	5 6	7 8	9 10		
Goals and objectives of plan were clear and appropriate for audience	1	2	3	4	5		
Followed prescribed format and included all necessary information	1 2	3 4	5 6	7 8	9 10		
Described method(s) of evaluating activity; identified strengths and areas of improvement	1	2	3	4	5		
Appearance was neat, legible, and used correct spelling & grammar	1 2	3 4	5 6	7 8	9 10		
Oral Presentation							
Organized, sequential presentation of lesson plan and activity	1 2	3 4	5 6	7 8	9 10		
Demonstrated knowledge of plan, rationale and content	1	2	3	4	5		
Provided supplies, equipment materials samples/examples	1	2	3	4	5		
Provided evidence of presentation to 5 age-appropriate children	1	2	3	4	5		
Neatly dressed in clothing appropriate to the setting or facility and activity.	1	2	3	4	5		
Spoke clearly with appropriate pitch, tempo & volume	1	2	3	4	5		
Used appropriate gestures, posture, mannerisms, eye contact; handled notes, samples and examples appropriately	1	2	3	4	5		
Used proper grammar & pronunciation	1	2	3	4	5		
Provided clear & thoughtful answers to evaluators' questions	1 2	3 4	5 6	7 8	9 10		
Total Score							Room Consultant
Evaluator						Verification of Total Score <i>Please Initial</i>	

Check Rating Achieved ☐ **Gold: 90-100** ☐ **Silver: 70-89.99** ☐ **Bronze: 1-69.99**



Fashion/Housing Display Event

Rules (8/04)

(State Event Only)

Fashion/Housing Display, an individual or team event, recognizes participants who are or have been enrolled in a related FACS course or program, and who demonstrate competence in planning and preparing a fashion or housing display.

Event Category

Senior—grades 10—12

Occupational—grades 10—12

Eligibility

1. A participant's grade is determined by grade placement during the current school year.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants must have paid dues prior to participation in the Regional STAR Events; chapters must meet postmark or fax deadlines to assure participation in Regional STAR Events.
4. Participants must be or have been enrolled in a related FACS course or program.
5. The presentation and project materials submitted must be planned, conducted, and evaluated by the participant(s) only.

Procedures and Time Requirements

1. At the time and in the space specified by the event consultant, participants will have 30 minutes to set up their display. Only participants are allowed in the set-up area. Other persons may not assist.
2. Participant(s) will submit their file folder to the room consultant at the designated participation time.
3. The room consultant and evaluators will have 5 minutes to preview the file folder before the interview begins.
4. Evaluators will have 10 minutes to interview participants about the work situation and display.
5. Evaluators will use the rating sheet to score and write comments for participants. They will then meet with participants to discuss strengths and make suggestions for improvement.
6. The total time required for participation in this event is approximately 45 minutes, 30 minutes for display set-up and 15 minutes for interview with and feedback from evaluators.

General Information

1. Spectators are not allowed to observe this event.
2. A table will be provided for table-top displays. Participants must provide all merchandise and props needed for their own display. Wall space will not be available.
3. Participants must bring all necessary supplies (tape, pins, glue, scissors, etc.) to the event.
4. For one half hour following the event, all fashion/housing displays will be available for public viewing, if space allows. Individuals must assume responsibility for the safety of all exhibits. Participants may stay with their display during the public viewing hours or may attend other meeting activities.
5. Participants are responsible for disassembling their display at the designated time. **Wisconsin Association of FCCLA is not responsible for unclaimed items.**

Fashion/Housing Display Specifications

File Folder

At the scheduled participation time, participant(s) will submit to the room consultant, a letter-size file folder containing three identical sets, each stapled, of the items listed below. The file folder must be labeled in the top left corner with event name, category, participant(s) name, chapter and school name, and city.

Planning Process Summary Page	Summarize how each step of the planning process was used to plan and develop the display. This may also be described in the oral presentation.
Work Situation	In outline or narrative form, describe the actual/simulated work situation in which the display might be used. Include a description of the store/business or work site, hours of operation, location within the community, purpose of display, target group, why it appeals, and recommended location.
Works Cited/Bibliography	Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current.
Appearance	Must be neat, legible, professional, and use correct grammar and spelling.

Display

Participants may create a freestanding or tabletop display. The freestanding display is not to exceed a space 48" deep x 60" wide by 72" high. A tabletop display is not to exceed a space 30" deep x 48" wide x 48" high. Existing walls may not be used for background. Portable walls created by the participants are acceptable. Information or props outside the display dimensions will be considered part of the display and subject to penalty (e.g., tablecloths, storing items below table, etc.). The chapter and school name must be on the back or bottom of the display.

Display examples include: accessories, costumes, textile and fabric samples, fads/trends, color/texture combinations, plans for an interior space, landscape designs, grooming supplies or products, retail merchandise, historic development of a particular style, visuals such as photographs.

Visual Appeal	Use visual appeal to create a clear, distinct, and consistent message to the viewer.
Design Principles	Apply the elements of design (line, form, mass, space, texture, and color) to create a display appropriate for the work situation identified.
Originality & Creativity	Use creativity and originality in constructing the display.
Quality of Construction	Create a display that is solid, sturdy and stable.
Effectiveness of Display	Arrange display materials and information to be effective in purpose.

Interview

After evaluators have had opportunity to review the File Folder, they will have 10 minutes to interview participants about the display and work situation for which the display was intended.

Knowledge of Subject	Conveyed purpose, experience, knowledge and skills critical to the creation of a visual display.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language, including gestures, posture, mannerisms, eye contact and appropriate handling of notes.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Response to Questions	Provide clear and thoughtful answers to evaluators' questions regarding display.

WI STAR Events Point Summary Form

Fashion/Housing Display

Participant(s) Name(s)	Chapter
Category	School

1. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rating sheets and paper clip all items related to the presentation together. Please do not staple.
2. The following situations are the only instances in which point deductions should be taken. Highlight the number of points appropriate for each criteria listed.

STAR Events Orientation Meeting 0 or -5 points	0 Did attend meeting and signed in	-5 Did not attend mtg. and/or signed in
Display Set-up & Dimensions 0 to -1 points	0 Participant(s) set up display during the allotted time period	-1 Participant(s) did not set up their display within the allotted time period
Display Dimensions 0 to -1 points	0 The display fits and stays within the appropriate dimensions	-1 Does not fit within the appropriate dimensions/objects move out of the display during the presentation
File Folder 0 to -2 points	0 File Folder is presented with correct labeling and sufficient evaluators material <ul style="list-style-type: none">• Planning Process Summary• Work Situation• Works Cited/Bibliography	-1 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) -2 No File Folder presented
Punctuality 0 to -1 points	0 Participant was on time for presentation	-1 Participant was late for presentation
	TOTAL POINT DEDUCTION	

Average Evaluator Score
(100 points possible)

Total Point Deduction
(10 points maximum)

Final Score
(Average Evaluator Score minus Pt. deduction)

Evaluators' Scores

Evaluator 1 _____ Initials _____ Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____ Evaluator 4 _____ Initials _____

Total Score _____ divided by number of evaluators = **Average Evaluator Score** (enter in box above)

Rating Achieved (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

Verification of Final Score and Rating (please initial) Event Room Consultant _____

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Evaluator 4 _____

Fashion/Housing Display Rating Sheet

(State Event Only)

Name of Chapter	Title of Project
Name of School	

Name of Participant

Check Those Appropriate ☐ Display **Category** ☐ Senior ☐ Occupational

Instructions: Circle the exact number and write in the appropriate rating under the "Score" column. If information or evidence is missing, assign a 0. Make comments that will help participants identify their strengths and areas for improvement. Use back of rating sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excel- lent	Score	Comments
File Folder							
Summarized how FCCLA planning process was used	1 2	3 4	5 6	7 8	9 10		
Described work situation in which display would be used. Provided all necessary details	1	2	3	4	5		
Organized, consistent format, alphabetical order.	1	2	3	4	5		
Appearance was neat, legible, professional, used correct spelling & grammar	1	2	3	4	5		
Display							
Visual techniques created clear, distinct, consistent message for viewer	1 2	3 4	5 6	7 8	9 10		
Elements of design used correctly and effectively	1 2	3 4	5 6	7 8	9 10		
Creativity and originality evident in creation of display	1 2	3 4	5 6	7 8	9 10		
Display appropriate for intended purpose and use	1 2	3 4	5 6	7 8	9 10		
Interview							
Conveyed purpose, experience, knowledge and skills critical to creation of visual display	1 2	3 4	5 6	7 8	9 10		
Spoke clearly with appropriate pitch, tempo, and volume	1	2	3	4	5		
Used appropriate gestures, posture, mannerisms, eye contact; handled notes appropriately	1	2	3	4	5		
Used proper grammar & pronunciation	1	2	3	4	5		
Provided clear & thoughtful answers to evaluators' questions	1 2	3 4	5 6	7 8	9 10		
Total Score							Room Consultant
Evaluator					Verification of Total Score <i>Please Initial</i>		
Check Rating Achieved <input type="checkbox"/> Gold: 90-100 <input type="checkbox"/> Silver: 70-89.99 <input type="checkbox"/> Bronze: 1-69.99							



FCCLA Creed Speaking Event

Rules (8/04)

(State Event Only)

FCCLA Creed Speaking, an individual event, recognizes participants who are or have been enrolled in a related FACS course or program, and who demonstrate the ability to memorize, present and interpret the meaning of the FCCLA creed.

Event Category

Junior—through grade 9

Eligibility

1. A participant's grade is determined by grade placement during the current school year.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants must have paid dues prior to participation in the Regional STAR Events; chapters must meet postmark or fax deadlines to assure participation in Regional STAR Events.
4. Participants must be or have been enrolled in a related FACS course or program.
5. The presentation and project materials submitted must be planned, conducted, and evaluated by the participant(s) only.

Procedures and Time Requirements

1. Participant will submit her/his file folder to the room consultant at the designated participation time.
2. The room consultant and evaluators will have 5 minutes to preview the file folder before the presentation begins.
3. The oral presentation may be up to 5 minutes in length. A one-minute warning will be given at 4 minutes. Participants will be stopped at 5 minutes.
4. Following the presentation, evaluators will have 10 minutes to interview participants.
5. Evaluators will use the rating sheet to score and write comments for participants. They will then meet with participant to discuss strengths and make suggestions for improvement.
6. The total time required for participation in this event is approximately 20 minutes, 5 minutes for evaluators to examine file folder and 5 minutes for the oral presentation, 10 minutes for the interview and to meet with evaluators.

General Information

1. Spectators are not allowed to observe this event.
2. Visuals, props, audio and/or visual equipment are not allowed in this event.

FCCLA Creed Speaking Specifications

File Folder

At the designated participation, participant will submit to the room consultant, a letter-size file folder that contains three identical sets, each stapled, of the items listed below. The file folder must be labeled in the top left corner with event name, category, participant name, chapter and school name, and city.

Project Identification Page	8 ½" x 11" <i>project identification page</i> includes: name and category of event, participant name, chapter and school.
FCCLA Planning Process Summary Page	Summarize how each step of the planning process was used to plan and develop the creed presentation. Evaluators will use the summary of the planning process to generate interview questions.
Creed Analysis: Application	In writing, apply the meaning of the FCCLA Creed to Family and Consumer Sciences. Maximum of 100 words, 12 font, double-spaced.
Creed Analysis: Self-Reflection	Select one line from the creed and explain what it means to you. Maximum of 100 words, 12 font, double-spaced.
Evidence of Presentation	Provide evidence that creed was recited before at least one other group prior to Regional STAR Events competition.
Appearance	Contents should be neat, legible, and use correct grammar and spelling.

Oral Presentation

The memorized, oral presentation of the creed may be up to 5 minutes in length and is delivered to evaluators. The presentation may not be prerecorded. Audio and/or videotape recordings are not permitted. Notes, props or any other additional aids are not permitted.

Presentation	Concisely, accurately and thoroughly recite the FCCLA Creed from memory.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language, including gestures, posture, mannerisms, and eye contact.
Response to Evaluators' Questions	Provide clear and thoughtful answers to evaluators' questions. Questions are asked after the presentation.



CREED

We are the Family, Career and Community Leaders of America.

We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.

For we are the builders of homes, Homes for America's future,
Homes where living will be the expression of everything that is good
and fair,

Homes where truth and love and security and faith will be realities, not
dreams.

We are the Family, Career and Community Leaders of America.

We face the future with warm courage and high hope.

WI STAR Events Point Summary Form

FCCLA Creed Speaking

Participant Name	Chapter
Category	School

1. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rating sheets and paper clip all items related to the presentation together. Please do not staple.
2. The following situations are the only instances in which point deductions should be taken. Highlight the number of points appropriate for each criteria listed.

STAR Events Orientation Meeting 0 or -5 points	0 Did attend meeting and signed in	-5 Did not attend mtg. and/or signed in
File Folder 0 to -2 points	0 File Folder is presented with correct labeling and sufficient evaluators materials <ul style="list-style-type: none"> Project ID Page Planning Process Summary Creed Analysis Creed Self-reflection Evidence of Presentation 	-1 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) -2 No File Folder presented
Project Identification Page 0 to -2 points	0 Project ID page is present and completed correctly	-1 Project ID page is present but includes incorrect information -2 Project ID page is missing
Punctuality 0 to -1 points	0 Participant was on time for presentation	-1 Participant was late for presentation
TOTAL POINT DEDUCTION		

Average Evaluator Score
(100 points possible)

Total Point Deduction
(10 points maximum)

Final Score
(Average Evaluator Score minus Pt. deduction)

Evaluators' Scores

Evaluator 1 _____ Initials _____ Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____ Evaluator 4 _____ Initials _____

Total Score _____ divided by number of evaluators = **Average Evaluator Score** (enter in box above)

Rating Achieved (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

Verification of Final Score and Rating (please initial) Event Room Consultant _____

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Evaluator 4 _____

FCCLA Creed Speaking Rating Sheet

(State Event Only)

Name of Chapter	Title of Project
Name of School	
Name of Participant	

Category ☐ Junior

Instructions: Circle the exact number and write in the appropriate rating under the "Score" column. If information or evidence is missing, assign a 0. Make comments that will help participants identify their strengths and areas for improvement. Use back of rating sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excel-lent	Score	Comments
File Folder							
Project Identification Page included name and category of event, participant name, chapter and school	1	2	3	4	5		
Summarized how FCCLA Planning Process was used	1	2	3	4	5		
Creed Analysis: Application...applied the meaning of the creed to Family & Consumer Sciences	1 2	3 4	5 6	7 8	9 10		
Creed Analysis: Self-Reflection... identified one line of the creed and explained its meaning on a personal level	1 2	3 4	5 6	7 8	9 10		
Provided evidence that creed was recited to one other group prior to Regional STAR Events competition	1	2	3	4	5		
Appearance was neat, legible, and used correct spelling and grammar	1 2	3 4	5 6	7 8	9 10		
Oral Presentation							
Recited, from memory, the FCCLA Creed accurately and without mistakes	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15		
Spoke clearly with appropriate pitch, tempo and volume	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15		
Used appropriate body language, including gestures, posture, mannerisms and eye contact.	1 2	3 4	5 6	7 8	9 10		
Provided clear, thoughtful answers to evaluators' questions.	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15		
Total Score							Room Consultant
Evaluator				Verification of Total Score <i>Please Initial</i>			

Check Rating Achieved
 ☐ **Gold: 90-100**
 ☐ **Silver: 70-89.99**
 ☐ **Bronze: 1-69.99**



Food Garnish and Presentation Event

Rules (8/04)

(State Event Only)

Food Garnish and Presentation, an individual event, recognizes participants enrolled in a FACS *comprehensive* or occupational food service program, and who demonstrate skill in using a variety of foods to create appealing, appetizing and creative garnishes. Participants will prepare and present a portfolio to illustrate how garnishes are created. They will also garnish and present two foods selected through random drawing.

Event Category

Senior—grades 10—12

Occupational—grades 10 -12

Eligibility

1. Chapters may submit two entries in this event.
2. A participant's grade is determined by grade placement during the current school year.
3. Participation is open to any nationally affiliated FCCLA chapter member.
4. Participants must have paid dues prior to participation in the Regional STAR Events; chapters must meet postmark or fax deadlines to assure participation in Regional STAR Events.
5. Participants must be or have been enrolled in a related FACS comprehensive or occupational food service course or program.
6. The portfolio must be planned and produced by only the participant.
7. Participants must attend the STAR Event registration session prior to competition.

Procedures and Time Requirements

This event is conducted in two distinct parts. During the first, the portfolio and oral presentation is evaluated. A staggered time schedule is used. The on-site food preparation takes place during the second part. All participants report at the same time for this portion of the event.

Part 1, Portfolio and Oral Presentation

1. Participants will report to the designated room at the specified time with a portfolio and all necessary equipment and materials.
2. If portfolio and oral presentation requires audiovisual equipment set-up time, the state or regional coordinator *must be notified in writing and in advance of competition. Those who do not follow this rule will forfeit opportunity to set up.* Set-up time will be limited to 5 minutes.
3. Participants will have 10 minutes to present their portfolio. A one-minute warning will be provided at the 9-minute mark. Participants will be stopped at 10 minutes.
4. Evaluators will have 5 minutes to question the participant at the end of the oral presentation.
5. Evaluators will score the portfolio and oral presentation during Sectional 1.

Part 2, Garnish Preparation and Presentation

1. All participants will report to the designated room at the specified time with all required equipment and in clean, appropriate attire (refer to Food Garnish and Presentation Equipment List).
2. Participants will be briefed on the general layout of the supply station and have 5 minutes to set-up the individual workstation.
3. The participant will have 20 minutes to prepare and display two garnished dishes. Foods to be garnished will be determined by the state adviser. Participants will draw randomly for the dishes they will garnish.
4. After 20 minutes, participant will present garnished foods for evaluation.
5. Evaluators will have 5 minutes to question participants about their technique, garnishing and food presentation principles.
6. Participants will have 5 minutes to clean up the workstation and return any supplies and unused food to the supply station.
7. Evaluators will use the rating sheet to score and write comments for each participant throughout the session by observing work habits, techniques used, product presentation, appearance, and creativity. After scoring is complete, evaluators will meet with participants to discuss strengths and make suggestions for improvement.
8. The total time required for participation in this event is approximately 60 minutes. Part 1—20 minutes (5 minutes for portfolio set up, if requested, 10 minutes for portfolio presentation, 5 minutes for interview after oral presentation), Part 2—40 minutes (5 minutes for orientation and workstation set up, 20 minutes for food preparation, 5 minutes for interview during food presentation, 5 minutes for clean up, and 5 minutes to meet with evaluators).

Scheduling Note: Part 2, Garnish Preparation and Food Presentation, may be held in a room equipped with a sink and running water only. A laboratory setting should not be necessary.

General Information

1. Audiovisual recordings are permitted as part of the portfolio and may be used as part of the oral presentation. Participant is responsible for supplying any and all necessary equipment, extension cords, and power strips.
2. An equipment and tool requirement list is provided for the garnish preparation portion.
Unless notified in writing by the regional or state event coordinator, only items on the list may be brought to the event.
3. Participants **may not** talk with one another or assist each other in any way. Questions must be directed to the event room consultant.
4. All food will be provided. No other food products, garnishes or condiments may be brought to the event.
5. Spectators are not allowed to observe this event.

Food Garnish and Presentation Specifications

Safety and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial *uniform*; apron; hair covering or chef hat; closed-toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

Clothing and Appearance	Wear appropriate clothing, head covering and shoes, and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup, and return supplies after event within the designated time period.
Temperature	Food products are served at the appropriate temperature.

Portfolio

The portfolio is a collection of materials used to document and illustrate the steps used in creating garnishes and presenting foods in an appealing and appetizing way. Three different garnishes will be explained and at least 3 different foods will be used. Participants are encouraged to be imaginative and resourceful in the creation of their portfolio. The portfolio must contain the following print materials: 1 identification page, no more than 2 pages to explain each garnish, no more than 2 pages to summarize knowledge and skills gained. All pages must be one-sided only. The portfolio must be neat, legible, creative, and use correct grammar and spelling. Audiovisual recordings and photographs are permitted. Print materials must be contained in a standard notebook or binder (no larger than 12" high, 11" wide and 1 ½" deep).

Identification Page	8 ½" x 11" identification page includes name and category of event, participant name, chapter and school, city.
Explanation of Garnishes	Explain clearly, with detail and in a sequential way, the steps used in creating each of 3 garnishes. Use at least 3 different foods to create the 3 garnishes demonstrated. Describe the appropriate uses of each garnish.
Evidence of Effort	Provide concrete evidence that participant created the portfolio and all garnishes demonstrated.
Knowledge and Skills Gained	Explain the knowledge and skills gained as a result of creating these garnishes, working with different foods, and the appropriate uses of garnishes.
Appearance	Must be neat, legible, creative, and use correct grammar and spelling

Oral Presentation

The oral presentation may be up to 10 minutes in length and is delivered to evaluators. The presentation should be professional, informative and concise. Audiovisual recordings are permitted but shall not consume the entire presentation time.

Organization	Concisely and thoroughly deliver oral presentation in an organized, sequential manner.
Knowledge of Subject	Summarize purpose, experience, knowledge and skills needed to create garnishes and present food in an attractive and appealing way.
Voice and Body Language	Speak clearly with appropriate pitch, tempo and volume. Use appropriate body language, including gestures, posture, mannerisms, eye contact and appropriate handling of portfolio and/or notes
Grammar and Pronunciation	Use proper grammar and pronunciation.

Garnish Preparation and Presentation

Participants will have 20 minutes to create and present two garnished food products for evaluation. Foods to be garnished will be determined by the state adviser and selected by the participant through random drawing. Participants must bring items on the equipment list provided. No other tools or equipment will be allowed. Any additional items will be removed and returned to the participant after competition has ended. Participants will demonstrate industry standards in use of equipment, tools, and techniques. Participants will garnish and present food products that meet industry standards for appearance and appeal while demonstrating ability to keep work area organized and clean in a safe and sanitary manner.

Equipment, Tools and Techniques	Use proper equipment, tools, products, vocabulary and techniques in the preparation of garnishes.
Sanitation and Safety	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup and return supplies after event and within the designated time period.
Product Appearance	Present product in appetizing and appealing way. Use garnishes appropriate for food products presented.
Response to Evaluators Questions	Provide clear and thoughtful answers to evaluators' questions. Questions are asked after the food presentation.

Food Garnish and Presentation Event Equipment List –

**refer to the following website: <http://www.dpi.wi.gov/fccla/star.html>

Food Safety and Workplace Safety Suggestions for All Food Service Events

**refer to the following website: <http://www.dpi.wi.gov/fccla/star.html>

WI STAR Events Point Summary Form Food Garnish & Presentation

Participant Name	Chapter
Category	School

1. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rating sheets and paper clip all items related to the presentation together. Please do not staple.
2. The following situations are the only instances in which point deductions should be taken. Highlight the number of points appropriate for each criteria listed.

STAR Events Orientation Meeting 0 or -5 points	0 Did attend meeting and signed in	-5 Did not attend mtg. and/or signed in
Portfolio 0 to -1 points	0 Print materials contained in a standard notebook or binder (no larger than 12" high, 11" wide and 1 ½" deep)	-1 Print materials not contained in standard notebook or binder (as described in event rules)
Portfolio Pages 0 to -1 points	0 Portfolio contains no more than 9 pages including: <ul style="list-style-type: none"> 1 project ID page 2 pages to explain each garnish (three different garnishes and at least 3 different foods) 2 pages to summarize knowledge & skills gained 	-1 Portfolio exceeds the page limit and/or content does not follow event rules.
Project Identification Page 0 to -2 points	0 Project ID page is present and completed correctly	-1 Project ID page is present but includes incorrect information -2 Project ID page is missing
Punctuality 0 to -1 points	0 Participant was on time for presentation	-1 Participant was late for presentation
	TOTAL POINT DEDUCTION	

Average Evaluator Score
(100 points possible)

Total Point Deduction
(10 points maximum)

Final Score
(Average Evaluator Score minus Pt. deduction)

Evaluators' Scores

Evaluator 1 _____ Initials _____ Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____ Evaluator 4 _____ Initials _____

Total Score _____ divided by number of evaluators = **Average Evaluator Score** (enter in box above)

Rating Achieved (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

Verification of Final Score and Rating (please initial) Event Room Consultant _____

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Evaluator 4 _____

Food Garnish and Presentation Rating Sheet

(State Event Only)

Name of Chapter	Title of Project
Name of School	

Name of Participant(s)

Category ☐ Senior ☐ Occupational

Instructions: Circle the exact number and write in the appropriate rating under the "Score" column. If information or evidence is missing, assign a 0. Make comments that will help participants identify their strengths and areas for improvement. Use back of rating sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excel- lent	Score	Comments
Appearance							
Wore appropriate clothing, head covering and shoes, and present a well-groomed appearance.	1	2	3	4	5		
Portfolio							
Identification Page incl. event name & category, participant name, chapter & school name, city.	1	2	3	4	5		
Explained steps in creation of garnishes. Used 3 different foods, described appropriate use of each garnish.	1 2	3 4	5 6	7 8	9 10		
Evident that garnishes and portfolio were created by participant.	1	2	3	4	5		
Summarized knowledge & skills gained as a result of this experience.	1	2	3	4	5		
Appearance was neat, legible, creative, used correct spelling & grammar.	1	2	3	4	5		
Oral Presentation							
Concisely and thoroughly delivered oral presentation in an organized, sequential manner.	1 2	3 4	5 6	7 8	9 10		
Summarized purpose, experience, knowledge and skills needed to create garnishes and present food in an attractive and appealing way.	1 2	3 4	5 6	7 8	9 10		
Spoke clearly with appropriate pitch, tempo and volume. Used appropriate body language, including gestures, posture, mannerisms, eye contact and appropriate handling of portfolio and/or notes	1	2	3	4	5		
Used proper grammar and pronunciation.	1	2	3	4	5		
Garnish Preparation and Presentation							
Used proper equipment, tools, products, vocabulary and techniques in the preparation of garnishes.	1 2	3 4	5 6	7 8	9 10		
Kept work area clean and organized, and demonstrated appropriate safety and sanitation procedures according to industry standards. Completed final cleanup and returned supplies after event and within the designated time period.	1 2	3 4	5 6	7 8	9 10		
Presented product in appetizing and appealing way. Used garnishes appropriate for food products presented.	1 2	3 4	5 6	7 8	9 10		
Provided clear and thoughtful answers to evaluators' questions.	1	2	3	4	5		
Total Score							Room Consultant

Evaluator	Verification of Total Score <i>Please Initial</i>
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Check Rating Achieved	<input type="checkbox"/> Gold: 90-100	<input type="checkbox"/> Silver: 70-89.99	<input type="checkbox"/> Bronze: 1-69.99
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Outstanding Chapter Member Portfolio Event

Rules (11/08)

(State Event Only)

Outstanding Chapter Member Portfolio, an individual event, recognizes an affiliated member who participates in a variety of chapter functions/activities. The portfolio examples will provide evidence that member contributed towards a balanced chapter program of work that contains the following:

- Community Service
- Financial Planning (fund raising, managing funds)
- Membership Promotion and Retention
- Leadership Development (leadership role, training attended)
- State and National Programs
- Public Relations and Chapter Communication
- Chapter Meetings, Ceremonies and Recognition Activities
- Social and Recreation.

Event Category

Junior, through grade 9

Senior, grades 10 - 12

Occupational, grades 10 - 12.

Eligibility

1. A participant's grade is determined by grade placement during the current school year.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participant must have paid dues prior to participation at State Leadership Conference.
4. Participant may enter Outstanding Chapter Member portfolio Event plus one other STAR Event during year.
5. Participants must be or have been enrolled in a FACS course or program.
6. The Outstanding Chapter Member Portfolio project must be developed and completed between July 1 and April 1 of the current school year.
7. The Outstanding Chapter Member Portfolio project and all supporting materials must be planned, conducted and prepared by the participant only.

Procedures and Time Requirements

1. Outstanding Chapter Member Portfolio is not submitted at the regional level for evaluation.
2. Outstanding Chapter Member Portfolio is turned in at State Leadership Conference during the STAR Event Participants Orientation Meeting.
3. A team of adult evaluators will evaluate the portfolio at State Leadership Conference.
4. The Outstanding Chapter Member Portfolio Event does not include an oral presentation or interview.

5. Evaluators will use the rating sheet to score and write comments for participant.
6. The total time scheduled to evaluate each portfolio is twenty minutes.
7. In the event that public viewing of displays is part of the time schedule at State Leadership Conference, the Outstanding Chapter Member Portfolios will be part of this.
8. Outstanding Chapter Member Portfolio will be picked up by chapter member or chapter adviser at end of public viewing.

General Information

1. Spectators are not allowed to view this event during the evaluation process.
2. Portfolio contents should be contained in a notebook or binder. Contents must fit within the dimensions of the portfolio.
3. Audio and/or videotapes are not allowed and will not be considered by the evaluators.
4. When public viewing of displays is part of State Leadership Conference time schedule the Outstanding Chapter Member Portfolio will be part of this. The public viewing will be one-hour in length. Participants may stay with their portfolio during public view time.
5. Participant or chapter adviser is responsible for claiming the portfolio at the conclusion of public viewing. The Wisconsin Association of FCCLA is not responsible for unclaimed items.

Outstanding Chapter Member Portfolio Specifications

Portfolio

The Outstanding Chapter Member Portfolio is a factual representation of the participant's participation in chapter functions/activities. This compilation of materials must be contained in a standard notebook or binder (no larger than 12" high and 11" wide); the contents must fit within the dimensions of the portfolio. Audio and/or videotapes are not allowed and will not be considered by evaluators. The portfolio must be neat, legible, professional looking and use correct grammar and spelling. The Outstanding Chapter Member Portfolio will be submitted to the Room Consultant at State Leadership Conference during the STAR Events Participants Orientation Meeting. The portfolio will contain: 1 project identification page, 1 planning process summary page, and no more than 20 content pages.

Every content page must include a title that indicates one of the following:

- Community Service
- Financial Planning
- Membership Promotion and Retention
- Leadership Development
- State and National Programs
- Public Relations and Chapter Communication
- Chapter Meetings, Ceremonies and Recognition Activities
- Social and Recreation.

Content pages are to be single-sided only. Stacking and overlapping are not allowed.

Project Identification Page	8 ½" x 11" project identification page includes: name of event, category of event, participant name, chapter name, and school.
FCCLA Planning Process Summary Page	Summarize how each step of the planning process was used to plan and develop the portfolio.
Community Service	Evidence of participation in 2 events with explanation of member's responsibilities
Financial Planning	Evidence of participation in 1 fund raising activity and 1 example of money management for chapter activity/committee with explanation of member's responsibilities
Member Promotion and Retention	Evidence of participation in 1 membership promotion activity and 1 membership retention strategy with explanation of member's responsibilities
Leadership Development	Evidence of attending 1 leadership training with explanation of knowledge/skills gained and 1 example of leadership role assumed in chapter by member
State and National Programs	Evidence of participation in 2 programs with explanation of member's responsibilities
Public Relations and Chapter Communication	Evidence of spreading the word about FCCLA to audiences outside the school setting and/or conducting communication on behalf of chapter with explanation of member's responsibilities, provide 2 examples
Chapter Meetings, Ceremonies and Recognition Activities	Evidence of 2 separate times when member assumed responsibility during these functions with explanation of member's responsibilities
Social and Recreation	Evidence of 2 chapter activities and explanation of member's responsibilities
Knowledge of FCCLA	Document new knowledge member has learned about FCCLA this year.
FACS Course(s)	Provide evidence of knowledge/skills member learned in a FACS course this year.
Essay	Write essay in response to question, "How will the skills you have gained this year through FCCLA influence your future?" using no more than 250 words (include 21 st Century Skills)
Portfolio and Pages	
Appearance	Must be neat, legible, professional, and use correct grammar and spelling.

WI STAR Events Point Summary Form

Outstanding Chapter Member Portfolio

Participant(s) Name(s)	Chapter
Category	School

1. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rating sheets and paper clip all items related to the presentation together. Please do not staple.
2. The following situations are the only instances in which point deductions should be taken. Highlight the number of points appropriate for each criteria listed.

STAR Events Orientation Meeting 0 or -5 points	0 Participant attended meeting and signed in	-5 Participant did not attend meeting and/or sign in
Portfolio 0 to -1 points	0 Print materials contained in standard notebook or binder (no larger than 12" high and 11" wide)	-1 Print materials not contained in standard notebook or binder (as described in event rules) and/or materials extend beyond dimensions of notebook/binder
Portfolio Pages 0 to -1 pages	0 Portfolio contains no more than 22 pages including: <ul style="list-style-type: none"> 1 Project ID page 1 Planning Process summary page Up to 20 content pages, each with title 	-1 Portfolio exceeds the page limit
Project Identification Page 0 to -2 points	0 Project ID page is present and completed correctly	-1 Project ID page is present but includes incorrect information -2 Project ID page is missing
Punctuality 0 to -1 points	0 Portfolio turned in during STAR Events Participants Orientation Mtg.	-1 Portfolio not turned in during STAR Events Participants Orientation Mtg.
	TOTAL POINT DEDUCTION	

Average Evaluator Score
(100 points possible)

Total Point Deduction
(10 points maximum)

Final Score
(Average Evaluator Score minus Pt. deduction)

Evaluators' Scores

Evaluator 1 _____ Initials _____ Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____ Evaluator 4 _____ Initials _____

Total Score _____ divided by number of evaluators = **Average Evaluator Score** (enter in box above)

Rating Achieved (circle one) **Gold:** 90-100 **Silver:** 70-89.99 **Bronze:** 1-69.99

Verification of Final Score and Rating (please initial) Event Room Consultant _____

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Evaluator 4 _____

Outstanding Chapter Member Portfolio Rating Sheet (State Event Only)

Name of Chapter	Name of Participant
Name of School	Category: <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Occupational

Instructions: Circle the exact number and write in the appropriate rating under the "Score" column. If information or evidence is missing, assign a 0. Make comments that will help participants identify their strengths and areas for improvement. Use back of rating sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
Portfolio							
Project Identification Page: event, category, name of participant, chapter, school	1	2	3	4	5		
Summarized how FCCLA planning process was used	1	2	3	4	5		
Community Service Projects- evidence of participation in 2 events and explanation of their responsibilities	1	2	3	4	5		
Financial Planning-evidence of fund raising & 1 chapter money management example with explanation member's responsibilities	1	2	3	4	5		
Membership Promotion & Retention-evidence of membership promotion activity and membership retention strategy with member's responsibilities	1	2	3	4	5		
Leadership-evidence of attending 1 leadership training, knowledge/skills gained, 1 example of leadership role assumed in chapter by member	1	2	3	4	5		
State & National Programs-evidence of participation in 2 programs with member's responsibilities	1	2	3	4	5		
Public Relations & Chpt. Communication-evidence of FCCLA PR message to audiences outside school and/or conduct chapter comm. plus member's responsibility	1	2	3	4	5		
Chpt. Meetings, Ceremonies & Recognition-evidence of 2 times participant assumed responsibility during these functions and member's responsibility	1	2	3	4	5		
Social & Recreation-evidence of 2 chapter activities with explanation of member's responsibility	1	2	3	4	5		
Knowledge of FCCLA-document new knowledge member has learned this year	1	2	3	4	5		
FACS Course(s)-provide evidence of knowledge/skills learned in course this year	1	2	3	4	5		
Essay-answers question using examples, includes 21 st Century Skills, 250 words	2 3 4	6 7 8	10 11 12	14 15 16	18 19 20		
Content pages have title, single-sided, pages fits within dimensions of portfolio	1 2	3 4	5 6	7 8	9 10		
Appearance-neat, legible, professional, used correct spelling & grammar	1 2	3 4	5 6	7 8	9 10		
Total Score							Possible Points = 100

Evaluator Signature	Room Consultant Initials
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Pastries and Baked Goods Event

Rules (8/04)

(State Event Only)

Pastries and Baked Goods, an individual event, recognizes participants enrolled in a FACS comprehensive or occupational food service training program that demonstrate skill in the preparation and presentation of pastries and baked goods using equipment and techniques acceptable to the food service industry. Participants must prepare and present 2 products, either pastry or baked goods, of quality accepted by commercial baking establishments.

Event Category

Senior—grades 10 - 12

Occupational—grades 10 -12

Eligibility

1. Chapters may submit two entries in this event.
2. A participant's grade is determined by grade placement during the current school year.
3. Participation is open to any nationally affiliated FCCLA occupational chapter member.
4. Participants must have paid dues prior to participation in the Regional STAR Events; chapters must meet postmark or fax deadlines to assure participation in Regional STAR Events.
5. Participants must be or have been enrolled in a related FACS comprehensive or occupational food service program.

Procedures and Time Requirements

1. Participants will report to the designated room at the specified time with all required equipment and wearing appropriate, clean attire.
2. Participants will be briefed on the general layout of the supply station and individual workstations and will have opportunity to ask related questions.
3. Participants will draw randomly for the products they will prepare. The state adviser will select food products and recipes for this event.
4. Participants will have 20 minutes to organize their work area and obtain supplies.
5. Participants will have two hours to prepare required food products according to recipe specifications.
6. After two hours, participants will present food items for evaluation of appearance, taste and texture.
7. Evaluators will have 5 minutes to question participants about their techniques, procedures, and knowledge.
8. Participants will have 15 minutes to clean up the workstation and return any supplies and unused food to the supply station.
9. Evaluators will use the rating sheet to score and write comments for each participant throughout the session by observing work habits, techniques used, product presentation, appearance, taste, and texture.
10. After scoring is complete, evaluators will meet with participants for 10 minutes to discuss strengths and make suggestions for improvement.

11. The total time required for participation in this event is approximately 3 hours; 5 minutes for orientation and directions, 20 minutes for planning and set-up, 2 hours for food preparation, 5 minutes for interview during food presentation, 15 minutes for clean up, and 10 minutes to meet with evaluators.

General Information

1. An equipment and tool requirement list is provided. **Unless notified in writing by the regional or state event coordinator**, only items on the list may be brought to the event. Any necessary large equipment will be provided.
2. All food will be provided. No other food products, garnishes or condiments may be brought to the event.
3. Participants **may not** talk with one another or assist each other in any way. Questions must be directed to the event room consultant.
4. Spectators are not allowed to observe this event.

Pastries and Baked Goods Specifications

Safety and Appearance

Participants will be well groomed and wear appropriate, clean attire meeting restaurant and hotel industry standards including: chef coat or jacket (school name and logos are permitted); industry pants or commercial *uniform*; apron; hair covering or chef hat; closed-toe, low heel, nonskid leather shoes (canvas shoes are not appropriate); no jewelry (watches are acceptable); minimal make-up; no cologne or nail polish; facial hair is permitted if appropriate covering is used. Participants will also demonstrate the ability to keep their work area organized and clean in a safe and sanitary manner.

Clothing and Appearance	Wear appropriate clothing, head covering and shoes, and present a well-groomed appearance.
Safety and Sanitation	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup, and return supplies after event within the designated time period.
Temperature	Food products are served at the appropriate temperature.

Planning

Participants will have 20 minutes after receiving recipes to plan, obtain supplies, and organize their work area.

Food Production

Participants will have two hours to prepare and present two products, either pastries and baked goods. Products and recipes will be determined by the state adviser and selected by the participant through random drawing. Participants must bring items listed on the equipment list provided. No other small wares or equipment will be allowed. Any additional items will be removed and returned to the participant after competition has ended. Participants will demonstrate industry standards in use of equipment, tools, and techniques. Participants will follow directions and recipes to prepare food products that meet industry standards for appearance and taste while demonstrating ability to keep work area organized and clean in a safe and sanitary manner.

Equipment, Tools and Techniques	Use proper equipment, tools, products, vocabulary and techniques in the preparation of baked goods and pastries.
Follow Directions	Follow directions of recipe in proper sequence. Measure and portion foods as per recipe.
Sanitation and Safety	Keep work area clean and organized, and demonstrate appropriate safety and sanitation procedures according to industry standards. Complete final cleanup and return supplies after event and within the designated time period.

Food Presentation

Participant will present products for evaluation of appearance and taste at the end of the two-hour preparation period. No extra time will be allowed for preparation or presentation. Evaluation will be based on industry standards.

Product A	
Product Appearance	Present product in appetizing and appealing way. If indicated in directions, present in appropriate portion size.
Product Taste, Texture, Temperature	Food products meet industry standards for taste, texture, and temperature.
Product B	
Product Appearance	Present product in appetizing and appealing way. If indicated in directions, present in appropriate portion size.
Product Taste, Texture, Temperature	Food products meet industry standards for taste, texture, and temperature.

Response to Evaluators' Questions

Participant will have 5 minutes to respond to evaluators' questions about strengths and areas that may need improvement, e.g., planning, food production processes and techniques, and final product.

Some questions evaluators' might use:

- How might you improve your planning and organization for food production (e.g., sequencing, efficiency in use of time, equipment choices...)?
- What were your strengths in food production (e.g., use of tools, equipment, techniques, ability to follow directions, organization of work area, safety and sanitation procedures...)? Areas that need improvement?
- How would you rate your final products (e.g., appetizing, appealing, portion size, temperature, textures....)? Strengths? Areas that need improvement?

Pastries and Baked Goods Equipment List –

**refer to the following website: <http://www.dpi.wi.gov/fccla/star.html>

Food Safety and Workplace Safety Suggestions for All Food Service Events

**refer to the following website: <http://www.dpi.wi.gov/fccla/star.html>

Pastries and Baked Goods Rating Sheet

(State Event Only)

Name of Chapter	Title of Project
Name of School	

Name of Participant(s)

Category ☐ Senior ☐ Occupational

Instructions: Circle the exact number and write in the appropriate rating under the "Score" column. If information or evidence is missing, assign a 0. Make comments that will help participants identify their strengths and areas for improvement. Use back of rating sheet if necessary. Total points.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excel- lent	Score	Comments
Appearance							
Wore appropriate, clean attire including chef coat or jacket, industry pants or uniform, apron, hair covering or chef hat, closed-toe, low heel, nonskid shoes, no jewelry, minimal make-up, no cologne or nail polish	1	2	3	4	5		
Planning and Organization							
Completed tasks efficiently and within the time allowed	1 2	3 4	5 6	7 8	9 10		
Food Production							
Used proper equipment, tools, products, vocabulary and techniques in the preparation of baked goods and pastries.	1 2	3 4	5 6	7 8	9 10		
Followed directions and in proper sequence. Measured and portioned foods as per recipe.	1 2	3 4	5 6	7 8	9 10		
Kept work area clean and organized, and demonstrated appropriate safety and sanitation procedures according to industry standards. Completed final cleanup and returned supplies after event and within the designated time period	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15		
Food Presentation							
Product A							
Presented product in appetizing and appealing way. When required, product was portioned & uniform in size.	1 2	3 4	5 6	7 8	9 10		
Food product met industry standards for taste, texture, and temperature	1 2	3 4	5 6	7 8	9 10		
Product B							
Presented product in appetizing and appealing way. When required, product was portioned & portion size was appropriate.	1 2	3 4	5 6	7 8	9 10		
Food products met industry standards for taste, texture, and temperature	1 2	3 4	5 6	7 8	9 10		
Response to Evaluators' Questions							
Evaluated strengths and areas for improvement in planning, food production processes, and final product	1 2	3 4	5 6	7 8	9 10		
Total Score							Room Consultant

Evaluator

Verification of Total Score *Please Initial*

Check Rating Achieved ☐

Gold: 90-100 ☐

Silver: 70-89.99 ☐

Bronze: 1-69.99



Section 5

STAR Events Management

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Star Events Management Information

Many individuals are needed to assist in the management of STAR Events. Both student members and adults play an important role in the success of the events by serving as consultants, evaluators, regional representatives, and members of the STAR Events Committee. Each site for STAR Events participation requires overall direction and leadership.

- At the **chapter level**, local advisers direct all events and make all arrangements for conducting these events.
- At the **regional level**, a local adviser/student committee is established to oversee and manage STAR Events.
 - On a rotating basis, every chapter serves on this committee.
 - During the year a chapter serves they may nominate one or two students to be a regional representative to the STAR Events committee.
 - The regional STAR Events Planning Committee is responsible for setting the date and time of their regional meeting.
- At the **state level**, the state adviser or an appointed STAR Events coordinator oversees all activities.
 - The coordinator is assisted in the organization and facilitation of STAR Events at State Leadership Conference by appointed student members and advisers.

The participation schedule for each event is provided at STAR Events Registration. At the regional level, the event schedule is determined by the Time Schedule/Event Coordinator. The state adviser creates the schedule for state-level STAR Events.

Throughout the events, cooperation and respect between youth and adults is encouraged and fostered by providing opportunities to work cooperatively in youth/adult teams. The belief that youth are capable of assuming important roles has been key to the success of this approach.

Roles and Responsibilities

Regional Coordinator—an adult responsible for the preparation and overall coordination of a Regional STAR Events meeting. Ideally this person has expertise in the management of STAR Events.

Regional Representatives—students who work cooperatively with chapter advisers to provide leadership for Regional STAR Events.

Room Consultant—manages all on-site details and tasks for a specific event. The room consultant monitors the participant schedule and assists the evaluator team.

Evaluators—a team of persons who critique the project and performance of STAR Events participants. Evaluators may be representatives from industry, community organizations, or businesses. Evaluators may be nominated by chapter advisers, recommendation of other evaluators or from the state adviser. Evaluation teams are composed of adults and, when appropriate, youth who are knowledgeable in a specific event area. Student nominees should have past experience as an event participant or leadership skills that qualify them for this responsibility. Students may be part of an evaluation team only if the team also has 2 adult evaluators. Students are never allowed to evaluate an event in which others from their chapter are competing.

STAR Event Committee—a team of adults responsible for planning and conducting a regional STAR Event meeting. This committee assumes many responsibilities, as described below.

Local Site Coordinator—makes necessary room and meal arrangements at meeting site.

Opening Session/Awards Coordinator—coordinates the opening and closing sessions for the event.

Registration Coordinator—completes all registration duties for the event.

Evaluator Coordinator—identifies evaluators for each event and facilitates an evaluators' meeting.

Time Schedule/Room Consultant Coordinator—schedules each individual event, including the competition times for all participants. Identifies and organizes room consultants for the competitive events and facilitates a room consultant orientation meeting.

Food Service Event Coordinator—secures all necessary equipment and supplies for food service events.

Tab Room Coordinator—secures for all necessary materials and equipment for tabulation room and supervises the tabulation of results.

A detailed list of the responsibilities associated with each of these positions is included in this section.

Wisconsin FCCLA



Regional Management Guide

Regional Committee Members
Regional Coordinator
Local Site Coordinator
Opening/Closing Session/Awards Coordinator and Regional Representatives
Registration Coordinator
Evaluators Coordinator
Time Schedule/Room Consultant Coordinator
Food Service Coordinator
Tab Room Coordinator



Regional Management Guide Regional Coordinator

Planning	Implementation	Follow-Up
<ol style="list-style-type: none"> 1. Based on feedback from previous years, provide guidance throughout process. 2. Contact each regional meeting coordinator to monitor progress. Provide encouragement and assistance, as needed and requested. 3. Serve as a liaison to state office and the State Adviser. 4. Identify committee and procedures for resolving event and /or behavior problems that may arise. 	<ol style="list-style-type: none"> 1. Oversee meetings for evaluators and room consultants. Give the welcome. 2. Throughout the day, address questions from the various coordinators. 3. Communicate verbally and/or in writing with all regional meeting coordinators for input and feedback about the regional meeting. Record all information that may be pertinent to improving the process for subsequent years. 	<ol style="list-style-type: none"> 1. Collect final report from each regional meeting coordinator. 2. Compile report for regional STAR Event meeting and assemble in notebook provided. 3. Copy all files onto a disk in order to share information with next year's regional coordinator. Return both to state office.



Regional Management Guide

Local Site Coordinator

Planning	Implementation	Follow-Up
<ol style="list-style-type: none"> 1. Work with the Regional Coordinator to review the site. Check rooms and space available. Secure map, costs, restrictions, etc. Identify location of copy machine, telephone, and other necessary equipment. 2. Work with Time Schedule Coordinator to assign events to rooms and to verify the types of equipment and set up needed for each event. 3. Use rooms signs supplied in folder or create new ones. Communicate with other coordinators to determine what other signs and lists will be posted. 4. Finalize each room set up and work with site personnel to have spaces set as needed. 5. Work with Registration Coordinator on space needs. 6. Arrange for an activity room for students to use while not involved in STAR Events. Make available a TV/VCR, games, cards, and other activities. 7. Make lunch arrangements as determined by region. 	<ol style="list-style-type: none"> 1. Check all rooms and put up signs and lists. Use Regional Reps to assist. 2. Set up activity room for students when they are not involved in STAR Events. 3. Serve lunch to evaluators, students and advisers, as established for your region. 4. Oversee the use of facilities and movement/ actions of students throughout the day. 	<ol style="list-style-type: none"> 1. Write letter of appreciation to site personnel. 2. Complete your part of the final report and submit to Regional Coordinator. 3. Return original room signs to folder to be returned to state office. Do not return signs you created.



Regional Management Guide Opening/Closing Session/Awards Coordinator and Regional Representatives

Planning	Implementation	Follow-Up
<ol style="list-style-type: none"> 1. Work with Regional Reps to assign Opening Session responsibilities. Review, edit, and make final copy. 2. Coordinate staging, microphone, and so forth with Site Coordinator. 3. Invite state officers from region to give greeting and/or provide assistance. 4. Work with Regional Reps and other coordinators to gather information, to produce and print the program. 5. Work with Regional Reps to prepare a press release to include in registration packet. The one provided in the folder may be adapted for this purpose. Review, edit and print. 6. Work with Regional Reps to assign Closing Session responsibilities. Review, edit, and make final copy. 7. Acquire awards as per committee decision. 	<ol style="list-style-type: none"> 1. Conduct rehearsal of Opening Session at a meeting prior to the day or early on the day of competition. 2. Set up stage for opening and closing session. 3. Oversee Opening Session. 4. Conduct rehearsal of Closing Session. 5. Oversee Closing Session. Carefully monitor the announcement of names, and giving of awards. Ensure accuracy. 	<ol style="list-style-type: none"> 1. Complete your part of the final report and give to the Regional Coordinator.



Regional Management Guide Registration Coordinator

Planning	Implementation	Follow-Up
1. Process registrations. 2. Process confirmation memo for each chapter attending regional competition. 3. Make registration folder for each chapter. This may include name badges, floor plan of facility (get from Site Coordinator), printed program and press release (get from Opening/Closing Session/Awards Coordinator).	1. Set up registration table. 2. Post registration signs and directions. 3. Conduct registration.	1. Complete and mail required information to state office. Remember to include all payments—attached to individual registrations. 2. Complete your part of the final report and give to the regional coordinator.

Registration Process

- ☐ 1. Staple payment to page 1 of registration form.
- ☐ 2. Check participant authorization form for all required signatures.
- ☐ 3. Check membership affiliation forms to determine that dues have been paid and all participants are nationally affiliated.
- ☐ 4. Check total amount submitted for accuracy.



Regional Management Guide Evaluation Coordinator

Planning	Implementation	Follow-Up
<p>1. Determine how evaluators will be contacted. Initiate a mailing that includes a response form.</p> <p>2. Secure adequate number of evaluators. Send confirmation memo that includes a copy of the event description.</p> <p>3. Prepare evaluator folders. Include 1 rating sheet per team or individual competing. Provide 2 extra copies of rating sheet for each event to respective room consultants.</p> <p>4. Determine how lunch will be served to evaluators.</p> <p>5. Prepare for evaluator orientation meeting.</p>	<p>1. Arrange room for evaluator's meeting.</p> <p>2. Greet evaluators.</p> <p>3. Conduct orientation meeting. Provide opportunity for and answer all questions. Distribute gift of appreciation.</p> <p>4. Serve lunch to evaluators.</p> <p>5. Assist in Tab Room by checking-in event results.</p>	<p>1. Compile list of those who served as evaluators. Include address, phone number, and email address. Give to Regional Coordinator to be used for next year's regional competition.</p> <p>2. Send letter of appreciation to all evaluators.</p> <p>3. Complete your part of the final report and give to Regional Coordinator.</p>

Additional Information

- Work with Room Consultant Coordinator to plan evaluator meeting agenda and coordinate the competition process.
- Work with Food Service Coordinator to determine who will find evaluators for all food service events.
- Work with Tab Room Coordinator and event Room Consultant to address any problematic point deductions.
- Chapter Advisers **are not** to be an evaluator for any event in which they have students competing.



Regional Management Guide

Time Schedule/Room Consultant Coordinator

Planning	Implementation	Follow-Up
<ol style="list-style-type: none"> 1. Identify Room Consultant for each event, possibly each division, and plan for an orientation meeting. 2. Secure adults to monitor the prep areas for events that require such an area (i.e., Job Interview, Interpersonal Communications). 3. Get registration numbers, participant and chapter names from Registration Coordinator to formulate time schedule. 4. Work with Evaluator Coordinator to determine time schedule and number of evaluators available for STAR Event assignments. 5. Work with Site Coordinator to determine room and equipment needs for each event. 6. Provide final time and room schedule of events to each coordinator. 	<ol style="list-style-type: none"> 1. Conduct Room Consultant Orientation meeting either before the competition or immediately before competition begins. 2. Oversee the events and competition activities. Provide assistance to event consultants, as needed. 3. Oversee the process of getting participant materials and rating sheets to Tab Room. 4. Assist the Tab Room Coordinator in returning materials and rating sheets to chapter advisers. 	<ol style="list-style-type: none"> 1. Send letter of appreciation to all Room Consultants. 2. Complete your part of the final report and submit to Regional Coordinator.

Additional Information

- Chapter Advisers **are not** to be a Room Consultant for any event in which they have students competing.
- Student assistants are not to help with any event in which others from their chapter are competing.



Regional Management Guide

Food Service Events Coordinator

Planning	Implementation	Follow-Up
<ol style="list-style-type: none"> 1. Work with Site Coordinator to determine facility needs for food service events. 2. Work with Time Schedule/Room Consultant Coordinator to determine who will find Room Consultants for food service events and also how to schedule student participants. 3. Approximately 2 -3 weeks prior to event, review menus from state office and prepare market order for each food preparation event. Keep information confidential. 4. Request and review written tests and answer keys from state office. Keep information confidential. 5. Shop for groceries and secure all equipment necessary for food service events. 	<ol style="list-style-type: none"> 1. Orient food service room consultants to the facilities. This should be done either before the day of competition or immediately before competition begins. 2. Orient food service evaluators on day of competition. 3. Set up or oversee the set up of each food service event space at the designated site. 4. Orient participants of event space prior to completion. 5. Provide paper for participant answers to written tests. Instruct room consultants that participants are not to write on the test itself. 6. Collect all tests and answer keys from Room Consultants at end of competition. 7. Oversee events; assist room consultants and evaluators, as needed. 	<ol style="list-style-type: none"> 1. Send letter of appreciation to all food service event evaluators. 2. Compile your portion of the final report and give to the Regional Coordinator. 3. Shred all tests and answer keys.



Regional Management Guide

Tab Room Coordinator

Planning	Implementation	Follow-Up
<ol style="list-style-type: none"> 1. Plan the coordination of all tab room activities. 2. Work with Site Coordinator to secure an appropriate area for the Tab Room. This room should be quiet, secure and separate from all other activities. 3. Prepare note cards or file folders to ease in sorting and returning participant materials and rating sheets that will be brought to the Tab Room by the room consultant. 4. Gather supplies for Tab Room. These may include: 3-4 long tables, post-it notes, pencils, paper clips, scratch paper, calculators. 	<ol style="list-style-type: none"> 1. Coordinate Tab Room. 2. Set up 2 separate areas within the Tab Room. Designate one area for receiving and checking tabulations and event results. Another area should be created for the collection of file folders, rating sheets and other participant materials. 3. Secure help from the Evaluator Coordinator and Time Schedule/Room Consultant Coordinator to check-in and sort participant materials and rating sheets. 4. Work with Evaluation Coordinator and event Room Consultant to address any problematic point deductions. 5. Process all event results. 6. Prepare results for awards session. 	<ol style="list-style-type: none"> 1. Send results electronically to the WI STAR Events Manager within 3 days of the regional competition. 2. Return any participant materials left or forgotten to the appropriate chapter adviser. 3. Compile your portion of the final report and give to the Regional Coordinator.

Tab Room Process

- ☐ 1. Check calculations on all rating sheets, point deduction forms, event summary sheets and event worksheets.
- ☐ 2. Correct mathematical errors, as necessary.
- ☐ 3. Work with Room Consultant to clarify any problems.
- ☐ 4. Check the accuracy of student placements (i.e., Gold, Silver, Bronze).
- ☐ 5. Prepare results for awards session.



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Wisconsin FCCLA Room Consultant Guidelines

1. Collect and organize all necessary supplies and materials.
2. Become familiar with the process, rules and rating sheet criteria for your assigned event. For a criterion that is not understood, ask for clarification.
3. Encourage evaluators to work both quickly and thoughtfully on their rating sheets. Ask them to record scores in pencil.
4. Refer to the event guideline specifics and also the Rubrics/Rating Sheets to determine if participants are required to submit materials or follow certain dimensions or specifications.
5. For items listed that do not appear to be addressed by the participant(s), points should be deducted from the appropriate criteria on the rating sheet. If unsure about something, ask the student to explain or clarify.
6. 2009 National Events – Room Consultant completes STAR Events Point Summary Form. Several events have a “Room Consultant Check” portion where display dimensions, number of pages, punctuality, etc. earn points for participant(s).
7. 2009 State Events - Complete a Point Summary Sheet to assess any agreed upon penalty points. These points will be reduced from the participant’s total average score, not from the individual evaluator scores.
8. After all evaluators have tallied their individual scores, they should compare ratings and briefly discuss any that are widely varied. Although ratings will be varied, they should be within a ten-point range of each other. Excessively high or low scores will need to be adjusted to fall in a middle range. It is the responsibility of the Room Consultant to make sure this happens, and also to encourage fairness and agreement among evaluators.
9. If evaluators talk with participants about their performance, they should review only the strengths or weakness of the presentation. They should not share a score or rating, nor indicate in any way, a participant’s standing.
10. Collect rating sheets from the evaluators following the presentation and scoring of every participant. Review the rating sheet for any blank score boxes. Check written comments for any that are overly negative. Talk with the evaluator(s), if necessary and ask them to adjust their responses.

11. Verify the score recorded by each evaluator and record on the Event Worksheet. Average scores to establish a total average score, DO NOT ROUND.
12. 2009 State Events - Deduct any points indicated on the Point Summary Sheet.
13. When the scores for all entries or participants have been tallied, all ratings should be reviewed for overall consistency in evaluation. It is now time to determine award placement for each entry.
14. In all cases, participants will be recognized if they receive the top ranking in their category. In national events, the top ranking entry will qualify to represent Wisconsin at the national level – with the exception of the following events. Wisconsin may send two entries to NLC in each of the following event categories:
 - Chapter Service Project – Display – JR, SR, Occupational
 - Chapter Service Project – Manual – JR, SR, Occupational
 - Chapter Showcase – Display – JR, SR, Occupational
 - Chapter Showcase – Manual – JR, SR, Occupational.

Work together to be sure there are no ties among the top 3 placements. If there is a tie, the evaluation team is responsible to break it.
15. When an event is large enough to have more than one evaluation team the WI FCCLA Run-Off procedure will be followed. Room consultants that have this situation will receive a copy of the procedure and work directly with WI STAR Events Assistant/Manager to facilitate this process at SLC.
16. Be sure all forms have been signed by the evaluators and room consultant.
17. Collect and organize all materials and take to Tab Room.
18. Do not discuss ratings with anyone prior to the Recognition Session.
19. Attend the Awards Session. Assist in having the session run smoothly by keeping the noise level down and accompanying your event participants to the stage area at the appropriate time. A room consultant in each event is asked to carry the sign across the stage.

Thanks, your efforts are very much appreciated and valued!



Instructions for Evaluators

1. Read over STAR Events mailing sent to evaluators. Mailing will include:
 - event guidelines
 - rating sheet
 - handout "WI FCCLA STAR Events Evaluation Process"
 - location of competition and
 - time schedule.
2. Attend an evaluator's meeting on day of events. Be on time and ask any questions of clarification necessary.
3. Meet with event Room Consultant for specific event you will be evaluating.
4. Review participants' outlines, reports, portfolios, or other materials, if specified in the event directions, prior to meeting with event participants.
5. Evaluate each participant in the same manner and under the same conditions. Carefully consider all criteria listed on the rating sheet. Written constructive comments are encouraged.
6. Circle the points or fill in the bubble for each item on the rating sheet. **Use only whole numbers when awarding points – no fractions.** Award points for each criteria on the rating sheet.
7. Total points on each rating sheet and return it to the Room Consultant as instructed, either after each entry is evaluated or after evaluation of all participants is completed.
8. Initial any changes you make on the rating sheet. You may review rating sheets of participants you evaluated earlier to change scores if you believe your original scores were too low or too high.
9. Confer with the other evaluators to arrive at total point scores that are no more than 10 points different. Extreme range in scores among evaluators often indicates inconsistency in the expectations and process employed by evaluators rather than in the performance of the participant.
10. Remain at the event until the Room Consultant has completed the Events Worksheet and Points Summary Form. Sign/initial completed forms, as indicated.
11. Keep results of the event confidential until awards have been presented.



Wisconsin FCCLA

STAR Events Evaluation Process

Evaluators play a key role in STAR Events. In fact, evaluators play a key role in determining whether the experience is a positive or negative one for the student participant. **It is the goal of STAR Events to make participation a positive experience for all participants, regardless of the ratings they receive.** A considerate, sensitive, and fair evaluation process can accomplish this. The evaluation procedures attempt to accomplish the following:

- **Focus on the achievements of youth.** The evaluation process must stress what students do well and give them credit and recognition.
- **Promote interaction between youth and adults.** Student and adult evaluation teams have been created to enable youth and adults to share responsibility and exchange views based on their level of experience.
- **Encourage youth to take an active role in their own evaluation.** Participants are asked to evaluate themselves as well as to hear from others, the evaluations made about them.
- **Measure achievements against standard criteria rather than against another student.** All efforts should be made to rate the individual or team against the criteria on the rating sheet rather than comparing them to previous presentations.
- **Recognize that all students are winners.** Each participant has winning qualities or they would not have made it to the state level events. The evaluation process must reaffirm to students what those winning qualities are.

Evaluators make important value judgments about a student's accomplishments. Participants will accept the opinions and evaluations provided certain conditions are met. It is important that as an evaluator you strive for the following:

- **Consensus.** Although evaluator scores will vary, it is important that a consensus is reached among an evaluation team in regards to the event criteria. When rating a student-participant, evaluator ratings should stay within a 10-point range. The limit on the 10-point spread assures that there is fairness and agreement among evaluators.
- **Consistency.** Attempt to rate students similarly when the performance is similar.
- **Fairness.** Do not let influencing factors interfere with your evaluation of a participant's presentation. If you know the individual or feel influenced in any way, ask that the participant be sent to another team for evaluation.
- **Honesty and Sincerity.** Make simple, forthright statements of your beliefs concerning the presentation. When offering constructive criticism, keep in mind the feelings of the individual.
- **Attention to Detail.** Be very specific in your evaluation comments. Rather than "You did a fine job," highlight the strengths of their presentation.
- **Positiveness.** Focus primarily on what the participant did well. Don't overload on the negatives—that's what the participant is likely to remember the longest. Positive comments and thoughtful, constructive suggestions will benefit the participants the most in the long run.

Many thanks. Evaluators make these events possible!



Wisconsin Association of FCCLA Student Delegate Code of Conduct

The FCCLA state office requires that each delegate to read the Student Delegate Code of Conduct. Each delegate must then submit, to the state FCCLA office, a completed copy of the Student Authorization Form prior to attendance at the state conference.

1. The term “delegate” shall mean any FCCLA member attending the conference.
2. There shall be no defacing of public property. Any damages to property or furnishings in the hotel rooms, building, or in the meeting/conference facilities must be paid by the individual or chapter responsible. Local chapters will be billed directly by the hotel or the meeting/conference site for any damages.
3. Delegates shall keep their advisers informed of their activities and whereabouts **at all times**. (Each local adviser should establish a system through which to meet this regulation and should share this information with students prior to attendance at the meeting/conference.)
4. Delegates will be prompt and prepared for all activities.
5. Delegates will be financially prepared for all possibilities.
6. Delegates shall stay in designated housing, not with friends or relatives.
7. Co-ed visitation is permitted in hotel lobbies and other public areas ONLY. **There is no co-ed visitation permitted in any hotel room.**
8. No alcoholic beverages or controlled substances, narcotics, etc., in any form, shall be possessed or consumed by delegates at any time, under any circumstances.
9. No use of tobacco will be permitted at the general sessions, banquet, competitive events, tours, special interest sectionals, or in public facilities.
10. Delegates shall not use their own cars or ride in vehicles belonging to others unless accompanied by an adult adviser.
11. Delegates **are required to attend** all general sessions, assigned events or meetings, and conference activities.
12. Identification badges will be worn at all conference events.
13. Appropriate business-like attire is required. FCCLA blazers are proper for any occasion.
14. Delegates agree to conduct themselves in a professional and ethical manner at all times and follow the directives of official conference staff, other adult supervisors, and hotel staff.
15. Caps or hats of any kind are **NOT** to be worn by either males or females, at any time. These must be left in your room or removed upon entering any session, event or meal.
16. Very casual clothing such as denim jeans, sweats, shorts, jerseys, cut-offs, T-shirts, and sport type attire **cannot** be worn at event functions.
17. Delegates who violate or ignore any of the conference rules may be sent home immediately, at their own expense. Parents, school officials and the state adviser will be notified.
18. Delegates who violate or ignore any of the Rules of Conduct will subject their entire delegation to being unseated or their candidates or competitive-event participants disqualified.
19. All delegates must honor conference curfew. CURFEW is 11:30 PM. Curfew is defined as: “all delegates will be in their rooms and quiet.” 12:00 Midnight is LIGHTS OUT.
20. Student delegates are responsible to follow their local school district rules of conduct.

Wisconsin Association of FCCLA

Student Delegate Authorization Form

Directions: This form should be duplicated for and completed by each student delegate. Upon completion it should be forwarded to the state FCCLA office (for state-sponsored and national events) or retained by the adviser when used for other special FCCLA events.

Student Authorization

I, _____ (print name), an active FCCLA member, have read and fully understand the FCCLA Student Delegate Code of Conduct. I agree to follow these rules and am aware of the consequences that will result if I violate any of them. Furthermore, I understand and appreciate the importance of these rules for the success of the conference.

Delegate Signature ➤	School Principal Signature ➤
Date Signed	School & Chapter Name

FCCLA Adviser Authorization

I CERTIFY THAT the FCCLA member named on this form has been authorized to represent our chapter as a member at this special FCCLA event (Leadership Lab, STAR Event Competition, State Leadership Conference). This student has received information and instruction concerning the FCCLA Student Code of Conduct prior to this event.

Adviser Name *Print*

Adviser Signature ➤	Date Signed
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Parent/Guardian Authorization

My child, _____ (print name), has my permission to participate in this special FCCLA event. I have read and understand the FCCLA Student Delegate Code of Conduct. Furthermore, I have spoken with my child regarding these rules and the responsibility he/she has to abide by them. I agree that school officials, the chapter adviser(s), and/or the state FCCLA staff have the right to send my son/daughter home from the activity at my expense if he/she violates the Code of Conduct or his/her conduct has become a detriment.

I also authorize the adviser or state FCCLA staff to secure the services of a physician or hospital and to incur the expenses for necessary services in the event of an accident or illness. I agree to pay for any and all costs incurred.

I understand that every effort will be made to supervise my child. **I release from liability** the Wisconsin Department of Public Instruction, the Wisconsin Association of FCCLA, the School District of _____, and any supervisory staff should an accident or injury occur to the above named child. This consent is valid with the exception of deliberate violation of the student's constitutional rights or damage committed or injury incurred as a direct result of employees not acting within the scope of their employment.

Parent/Guardian Name (print)	Parent/Guardian Signature ➤
Address	
Daytime Phone Area/No.	Evening Phone Area/No.
Insurance Company Name	Policy Number

FCCLA State Leadership Conference

Local Adviser Procedures and Responsibilities

The FCCLA state office requires EACH local adviser who attends the SLC to **read, complete and return a copy of this form** to the FCCLA state office **with conference registration materials**.

1. Local advisers are responsible to have each student who attends the SLC read, discuss, sign and return the Student Code of Conduct Practices and Procedures form.
2. Local advisers are responsible to know the whereabouts of all their students at all times. The local adviser should establish a system through which to meet this regulation and should establish this system prior to attendance at the conference.
3. At the SLC, advisers must have a list of their students as well as all necessary contact information (i.e., home phone number, name(s) of parent/guardian).
4. The established curfew will be enforced. Local advisers are responsible to do room checks to ensure that students are in the room assigned them.
5. Controlled substances, in any form, will not be consumed or in the possession of any student delegate at any time, for any reason.
6. An identification badge will be worn at all times for the duration of the conference.
7. Local advisers are responsible for the supervision of their student delegates and should be available to their students at all times.
8. The local district principal and/or designated administrator will be contacted in an emergency if the local adviser cannot be located within a reasonable amount of time or is unable to provide an adequate amount of supervision. Student emergencies include: an accident, possession of drugs or alcohol, violation of conference rules, family emergency, and any other situation designated an emergency.

I have read and fully understand the FCCLA State Leadership Conference Local Adviser Procedures and Responsibilities and agree to comply with these.

Chapter Name	School Name
School Principal <i>Print Name</i>	Principal's Signature ➤
Adviser Name <i>Print</i>	Adviser's Signature ➤
Emergency Contact Information	
Name	<div style="display: flex; justify-content: space-between;"> Work Phone <i>Area/No.</i> Home Phone <i>Area/No.</i> Relationship to Adviser </div>
Insurance Company Name	Policy Number

In an emergency, the following local administrators should be contacted:

1 st Contact	2 nd Contact
Name	Name
Title	Title
School Phone <i>Area/No.</i>	School Phone <i>Area/No.</i>
Home Phone <i>Area/No.</i>	Home Phone <i>Area/No.</i>

What action do you expect the state FCCLA office to take if a student violates the FCCLA Student Delegate Code of Conduct?

2009 STAR Event Regional Registration Form

Chapter Name	School	City	Adviser
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Directions: A chapter may register two entries in each category - with the exception of Outstanding Chapter Member Portfolio (see message on pages 8 & 9). Events are either individual or team events. A student may only enter one event – with the exception of Outstanding Chapter Member Portfolio (see message on pages 8 & 9). Once affiliated students are registered in a specific event, they may not be reassigned. Be sure comprehensive and occupational members are entered in the appropriate category. Mark appropriate description blanks for events that require additional information. Complete form carefully, type or print names correctly and legibly. Please email this form as an attachment and send to _____. Registration due by _____ 2009. Fee for each students is _____. Mail checks to _____, Region # STAR Event Registration Chairperson. Checks should be written to _____. Send money by _____, 2009. After due date add a \$5 late fee per participant to your cost.

Event Name	Category	Name(s) of Member(s) Entered—Entry #1	Name(s) of Member(s) Entered—Entry #2
Applied Technology	Junior	1.	1.
		2.	2.
		3.	3.
Applied Technology	Senior	1.	1.
		2.	2.
		3.	3.
Applied Technology	Occupational	1.	1.
		2.	2.
		3.	3.
Career Investigation—Individual	Junior	1.	1.
Career Investigation—Individual	Senior	1.	1.
Chapter Service Project—Display Freestanding_____Table_____	Junior	1.	1.
		2.	2.
		3.	3.
Chapter Service Project—Display Freestanding_____Table_____	Senior	1.	1.
		2.	2.
		3.	3.
Chapter Service Project—Display Freestanding_____Table____x__	Occupational	1.	1.
		2.	2.
		3.	3.
Chapter Service Project—Manual Freestanding_____Table_____	Junior	1.	1.
		2.	2.
		3.	3.

Event Name	Category	Name(s) of Member(s) Entered—Entry #1	Name(s) of Member(s) Entered—Entry #2
Chapter Service Project—Manual Freestanding_____Table_____	Senior	1.	1.
		2.	2.
		3.	3.
Chapter Service Project—Manual Freestanding_____Table_____	Occupational	1.	1.
		2.	2.
		3.	3.
Chapter Showcase—Display Freestanding_____Table_____	Junior	1.	1.
		2.	2.
		3.	3.
Chapter Showcase—Display Freestanding_____Table_____	Senior	1.	1.
		2.	2.
		3.	3.
Chapter Showcase—Display Freestanding_____Table_____	Occupational	1.	1.
		2.	2.
		3.	3.
Chapter Showcase—Manual Freestanding_____Table_____	Junior	1.	1.
		2.	2.
		3.	3.
Chapter Showcase—Manual Freestanding_____Table_____	Senior	1.	1.
		2.	2.
		3.	3.
Chapter Showcase—Manual Freestanding_____Table_____	Occupational	1.	1.
		2.	2.
		3.	3.
Culinary Arts	Occupational	1.	1.
Early Childhood - Individual	Occupational	1.	1.
Entrepreneurship	Junior	1.	1.
		2.	2.
		3.	3.
Entrepreneurship	Senior	1.	1.
		2.	2.

Event Name	Category	Name(s) of Member(s) Entered—Entry #1	Name(s) of Member(s) Entered—Entry #2
		3.	3.
Entrepreneurship	Occupational	1.	1.
		2.	2.
		3.	3.
Fashion Construction - Individual 2 entries per chapter allowed at SLC	Senior	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
Fashion Construction - Individual 2 entries per chapter allowed at SLC	Occupational	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
Focus on Children Display _____ Video _____ Freestanding _____ Table _____	Junior	1.	1.
		2.	2.
		3.	3.
Focus on Children Display _____ Video _____ Freestanding _____ Table _____	Senior	1.	1.
		2.	2.
		3.	3.
Focus on Children Display _____ Video _____ Freestanding _____ Table _____	Occupational	1.	1.
		2.	2.
		3.	3.
Hospitality	Occupational	1.	1.
		2.	2.
		3.	3.
Illustrated Talk	Junior	1.	1.
		2.	2.
		3.	3.
Illustrated Talk	Senior	1.	1.
		2.	2.
		3.	3.
Illustrated Talk	Occupational	1.	1.
		2.	2.
		3.	3.
Interior Design 2 entries per chapter allowed at SLC	Senior	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
		2.	2.
		3.	3.
Interior Design 2 entries per chapter allowed at SLC	Occupational	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
		2.	2.

Event Name	Category	Name(s) of Member(s) Entered—Entry #1	Name(s) of Member(s) Entered—Entry #2
		3.	3.
Interpersonal Communications	Junior	1.	1.
		2.	2.
		3.	3.
Interpersonal Communications	Senior	1.	1.
		2.	2.
		3.	3.
Interpersonal Communications	Occupational	1.	1.
		2.	2.
		3.	3.
Job Interview—Individual	Senior	1.	1.
Job Interview - Individual	Occupational	1.	1.
Life Event Planning 2 entries per chapter allowed at SLC	Junior	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
		2.	2.
		3.	3.
Life Event Planning 2 entries per chapter allowed at SLC	Senior	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
		2.	2.
		3.	3.
Life Event Planning 2 entries per chapter allowed at SLC	Occupational	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
		2.	2.
		3.	3.
National Programs in Action	Junior	1.	1.
		2.	2.
		3.	3.
National Programs in Action	Senior	1.	1.
		2.	2.
		3.	3.
National Programs in Action	Occupational	1.	1.
		2.	2.
		3.	3.
Parliamentary Procedure	Junior	1.	1.
		2.	2.
		3.	3.
		4.	4.
		5.	5.

Event Name	Category	Name(s) of Member(s) Entered—Entry #1	Name(s) of Member(s) Entered—Entry #2
		6.	6.
		7.	7.
		8.	8.
Parliamentary Procedure	Senior	1.	1.
		2.	2.
		3.	3.
		4.	4.
		5.	5.
		6.	6.
		7.	7.
		8.	8.
Parliamentary Procedure	Occupational	1.	1.
		2.	2.
		3.	3.
		4.	4.
		5.	5.
		6.	6.
		7.	7.
		8.	8.
Promote and Publicize FCCLA! <u>New</u> 2 entries per chapter allowed at SLC	Junior	1. Not offered at 2009 Regional Meetings	1. Not offered at 2009 Regional Meetings
		2.	2.
		3.	3.
Promote and Publicize FCCLA! <u>New</u> 2 entries per chapter allowed at SLC	Senior	1. Not offered at 2009 Regional Meetings	1. Not offered at 2009 Regional Meetings
		2.	2.
		3.	3.
Promote and Publicize FCCLA! <u>New</u> 2 entries per chapter allowed at SLC	Occupational	1. Not offered at 2009 Regional Meetings	1. Not offered at 2009 Regional Meetings
		2.	2.
		3.	3.
Recycle/Redesign 2 entries per chapter allowed at SLC	Junior	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
		2.	2.
		3.	3.
Recycle/Redesign 2 entries per chapter allowed at SLC	Senior	1. Optional at 2009 Regional Meetings	1. Optional at 2009 Regional Meetings
		2.	2.
		3.	3.

Event Name	Category	Name(s) of Member(s) Entered—Entry #1	Name(s) of Member(s) Entered—Entry #2
Teach and Train – Individual <u>New</u> 2 entries per chapter allowed for SLC	Junior	1. Not offered at 2009 Regional Meetings	1. Not offered at 2009 Regional Meetings
		2.	2.
		3.	3.
Teach and Train – Individual <u>New</u> 2 entries per chapter allowed for SLC	Senior	1. Not offered at 2009 Regional Meetings	1. Not offered at 2009 Regional Meetings
		2.	2.
		3.	3.
Teach and Train – Individual <u>New</u> 2 entries per chapter allowed for SLC	Occupational	1. Not offered at 2009 Regional Meetings	1. Not offered at 2009 Regional Meetings
		2.	2.
		3.	3.
STATE EVENTS			
Advanced Food Production Terminology and Mathematics - Individual	Senior	1.	1.
Advanced Food Production Terminology and Mathematics - Individual	Occupational	1.	1.
Basic Food Production Terminology and Mathematics - Individual	Junior	1.	1.
Basic Food Production Terminology and Mathematics - Individual	Senior	1.	1.
Career Pathway Portfolio – Individual <u>New</u> 2 entries per chapter allowed for SLC	Occupational	1. Not Offered at 2009 Regional Meetings	1. Not offered at 2009 Regional Meetings
Child Services Lesson	Occupational	1.	1.
		2.	2.
		3.	3.
Fashion/Housing Display	Senior	1	1.
		2.	2.
		3.	3.
Fashion/Housing Display	Occupational	1	1.
		2.	2.
		3.	3.
FCCLA Creed Speaking - Individual	Junior	1.	1.

Event Name	Category	Name(s) of Member(s) Entered—Entry #1	Name(s) of Member(s) Entered—Entry #2
Food Garnish and Presentation - Individual	Senior	1.	1.
Food Garnish and Presentation – Individual	Occupational	1.	1.
Outstanding Chapter Member Portfolio – Individual <u>New</u>	Junior	Bring Directly to SLC – No Limit on # of Entries Participant may enter one other STAR Event.	Register as part of SLC STAR Events
Outstanding Chapter Member Portfolio – Individual <u>New</u>	Senior	Bring Directly to SLC – No Limit on # of Entries Participant may enter one other STAR Event.	Register as part of SLC STAR Events
Outstanding Chapter Member Portfolio -Individual <u>New</u>	Occupational	Bring Directly to SLC – No Limit on # of Entries Participant may enter one other STAR Event.	Register as part of SLC STAR Events
Pastries and Baked Goods	Occupational	1.	1.
Pastries and Baked Goods	Senior	1.	1.

FCCLA STAR Events Worksheet -

Category

Name of Room Consultant

Sample Document Only - Do Not Duplicate

Event	Participants	Chapter	Evaluations				Total Score	Average Score	Avg. Score Deductions	Gold	Silver	Bronze
Event Name												
			1	2	3	4				(100 – 90)	(89 – 70)	(69 – 1)
Student A		Chapter A										
Student B												
Student C												
Student A		Chapter B										
Student B												
Student C												
Student A		Chapter C										
Student B												
Student C												
Student A		Chapter D										
Student B												
Student C												
Student A		Chapter E										
Student B												
Student C												

Evaluator Signatures

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